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ABSTRACT

This manual is a collection of reports of library research, classroom research, and classroom experience of teachers of bilingual education and English as a Second Language. The guide is intended as an aid to teachers and administrators, who are encouraged to use and adapt the ideas for their own students. The essays include the following: "Literacy and School Success: Considerations for Programming and Instruction" (Catherine Walsh); "Assessing and Evaluating Where Studens Are and Where They Are Going" (Eileen Buianowski, Carmen O'Connor); "A Theme-Based Approach to Literacy" (Lisa Franklin, Lionel Hogu, Michael Mankin); "A Case Study of Low-Literate Hispanic Students" (Maria Gheridian); "A Proposed Curriculum for Older Literacy Students" (Phuc Huu Nguyen, Ruth Weinstein); and "On the Way to an Alternative Educational Program for 'At Risk' High School Students" (Rosario Gomez-Sanford). A final section lists practical resources for the high school literacy classroom, including lesson plan ideas, suggested readings, and supplementary readings. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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LITERACY DEVELOPMENT FOR BILINGUAL STUDENTS

A Manual for Secondary Teachers and Administrators

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Literacy Development
for
Bilingual Students

A Manual for Secondary Teachers and Administrators

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for Language and Culture in Education
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FOREWORD

This manual is a compilation of library research, classroom research, and classroom experiences of Boston area bilingual and ESL teachers. While some of us have worked together longer than others, we all came together as a study group in Spring 1990, under the guidance of Catherine Walsh, Coordinator of the Multifunctional Resource Center at the University of Massachusetts, to try to better understand and address the literacy needs of high school students with limited formal education.

At the time of the manual's development, all of our classes included low-literate students who had seriously interrupted formal schooling in their native countries. The teaching methods that we used with our literate students did not seem to be effective with this population. We therefore began to seek more relevent and appropriate instructional approaches, to share ideas and experiences with one another, and to try out new methods. In this manual, we have included examples of assessment and evaluation, various teaching methods, case studies and classroom activities that we have found successful. We welcome you to use and adapt the approaches and materials for your students.

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LITERACY AND SCHOOL SUCCESS: CONSIDERATIONS FOR PROGRAMMING AND INSTRUCTION

Catherine E. Walsh

"I only went to school a couple of years in my country... there was always work and other responsibilities at home. Life was different there..."

"They tell me I am illiterate, that I can't speak English or read or write, that I am stupid..."

Many of us may recognize the realities of a growing number of those in our classrooms or schools in the translated words of these two Latino high school students. Indeed, in the last several years, many school districts have witnessed a substantial increase in the number of incoming language minority students with a seriously limited formal education and with low literacy skills. Most of these newer students come from rural areas of the Caribbean, Asia, and Latin America where, because of socioeconomic and/or political conditions, access to schooling has been restricted. As a result, a large number exhibit little or no literacy skills in their native language. Although these students' intellectual capacity is most often no different from their schooled counterparts, their combined lack of literacy and of school-based knowledge works to impede learning in content area subjects as well as progression beyond basic conversational levels in English as a second language (ESL). This is a concern at both the elementary and secondary levels but it is particularly acute at the latter since programming assumes six or more years of previous schooling. Moreover, for those inexperienced with both formal schooling and life in the United States the organizational structures, the academic and social demands, and the interpersonal relations of urban high schools are foreign; they are neither easily comprehended nor unproblematically assumed. Such students are therefore placed at particularly high risk for failure and dropping out of school.

While most language minority students in need of intensive literacy instruction are new arrivals, others have been in and out of U.S. schools for several or more years. High mobility, sporadic or seriously interrupted attendance, lack of linguistically and appropriate instruction, along with other social and school-based factors often contribute to low level literacy abilities. Although these students have had more school experience in the U.S. than their newly arrived counterparts, this experience has often been negative. These students are also "at risk" and in need of more appropriate intervention.

Secondary administrators and teachers have generally been at a loss as to how to appropriately address the unique needs of students with limited literacy within the regular bilingual program. In some cases, students are placed in special education classes; their lack of formal and/or consistent schooling thus becomes viewed as a "learning disability" and students are remediated for skills they have never had the opportunity to develop. In other cases, students with limited literacy skills are grouped together for ESL and/or subject matter classes. However, most often there is no consistent, cohesive, or comprehensive programmatic framework for literacy development and instruction, material selection and use, methodological approach, or student assessment and evaluation. In the worst cases, students are either not identified and/or left on their own. A majority of these leave school because of frustration and persistent failure. As this population steadily grows, the need for alternative programmatic designs and instructional approaches becomes more evident.

This chapter preliminarily explores some of the issues involved in the development and planning of relevant and appropriate program and curricular models that foster literacy and content area learning and build upon the diverse knowledge and experiences these students bring with them. In the chapter, I briefly overview research directions in literacy with a particular focus on more holistic orientations, describe a participatory, theme-based approach that some of the teachers involved in the development of this text are using, and discuss goals and considerations that should be taken into account in program planning and implementation.

Literacy Development and Instructional Orientation

In society and in its principal institution of schools, literacy is associated with the ability to read and to write; skills that are taught (albeit in elementary schools), practiced, and measured. Yet, how often have we encountered secondary students who possess only superficial literacy -- that is, students who can phonetically mouth the words on a page or diligently copy text but are unable to comprehend what they read or independently compose on paper? For too many students, reading and writing are controlled and contrived acts that neither produce meaning nor encourage learning, communication, or comprehension. In designing programs and instructional approaches for older pre or low literate students, we should learn from this reality.

As the Brazilian educator Paulo Freire points out, acquiring literacy means much more than psychologically and mechanically dominating the techniques of reading and writing.

> It is to dominate these techniques in terms of consciousness; to understand what one reads and to write what one understands; it is to "communicate" graphically. Acquiring literacy does not involve memorizing sentences, words, or syllables---lifeless objects unconnected to an existential universe---but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context.
> (Paulo Freire. Education for Critical Consciousness. NY: Seabury Press, 1973, p.48)

Freire's words illuminate a view of literacy that is purposeful, contextual, and transformative. It places the learner rather than the teacher or the text at the center of the literacy process and it defines this process as more than the skills associated with reading and writing per se. Literacy is understood as a creative activity through which learners can begin to analyze and interpret their own lived experiences, make connections between these experiences and those of others, and, in the process, extend both consciousness and understanding. In this sense, literacy is intimately connected to language itself, grounded in the historical and cultural background of the learner and centered in the personal and social construction of meaning.

Research on literacy development and instructional practice in recent years has increasingly come to reflect more holistic rather than skills or technique-based understandings. This research highlights reading and writing as integrative processes that develop not through the memorization of discrete skills and grammatical rules but through authentic, purposeful use. And it makes clear that, like language itself, literacy is actually learned from whole to part within contexts that are real, meaningful, and interactive. In other words, students learn to read by reading and to write by writing; and as communicative activities, this reading and writing must be socially and functionally embedded.

Research has also shown that, in making sense out of what they read and in communicating a message when they write, readers and writers draw from personal, social, linguistic, and cultural experiences and prior knowledge. Since for newly arrived students, experiences and knowledge in the U.S. cultural context and the English language are limited, literacy is best learned and developed first in the native language. Once developed, these literate abilities can be transfered to the second language. This is not to suggest that students must be orally proficient in English before they can begin to read and write English. In fact, reading can offer additional sources of English input for ESL students while writing can offer an additional (and sometimes more "safe") way of experimenting with and communicating through the new language. But because, in comprehending text and imparting a written message, students look to their previously developed knowledge base and to the experiences they have had in various linguistic, social, and cultural contexts, teachers that directly build upon these resources are usually the most successful. Classroom instruction should therefore afford the opportunity for students to make connections between spoken language, conceptual understandings, lived experiences and school texts and offer real and meaningful contexts for reading and writing across the curriculum.

In practice, these holistic understandings of literacy learning and teaching are seldom reflected in instructional programs for preliterate or low literate secondary students. Instead, efforts are usually directed at remediating deficiencies through skills-oriented methods of instruction (most often in English rather than the native language). Here students are expected to progress through a hierarchical list of isolated skills that move from the simple to the complex and from form to function. Literacy instruction singles these skills out for intensive drill and practice. The assumption is that once these individual skills are mastered, students will be able to combine them for effective use, communication and comprehension. Yet both research and practice tell us that this is seldom the case, particularly for older students who have a limited number of school years to become literate and to complete their secondary education. A second assumption is that pre or low literate students are not ready for or capable of cognitive activities or critical thinking. As a consequence, students are not intellectually challenged in ways that engage them in their own learning. Moreover, the many years of experience, the diverse funds of knowledge, and the conceptual frameworks (i.e., the schemata) that students have internalized are seldom recognized or brought into consideration. The results are students who have difficulty integrating discrete skills in real use, making meaning from texts (i.e., comprehension), and writing for varied audiences and divergent purposes. And because students are made to feel that their experience and knowledge are neither valid nor significant and that they personally are deficient, self esteem and motivation are generally low and disciplinary problems, poor attendance, and other forms of resistance generally follow.

In thinking about how instructional practice can better incorporate what we now know about literacy (and language) development, there are five guiding principles that should be kept in mind:

1. Language and literacy (in either the L1 or L2 best learned in authentic situations that reflect real needs, purposes, and functions.

2. Languages and literacy represent transactive processes that focus on communication and the constructions and prediction of meaning.
3. Learners draw from social, cultural, and linguistic knowledge and experience in constructing this meaning.
4. Control of the form (i.e., the mechanics) is best learned in the context of its authentic use and not through the formal teaching of the rules that govern written language.
5. Language and literacy development is enhanced when teachers create contexts in the classroom that build upon students' knowledge and experiences, encourage inquiry, risk taking, and interaction, and engage students in their own learning at all levels of proficiency.

Finally, given the "high risk" status of this student population, it is particularly important that instruction be tied to the realities, concerns, interests and needs of students, be purposeful, authentic, and interactive from their perspective, and be highly motivating. While individual teachers may endeavor to create such conditions in their classroom there is seldom a programmatic emphasis that details how such conditions can be developed and fostered as well as how teachers can collaborate on ensuring such a focus across the curriculum. The participatory, theme-based approach discussed below and presented in more detail in a subsequent chapter affords the possibility for student engagement, a more holistic orientation to literacy development, and an active collaboration among teachers and across language and subject content.

A participatory, theme-based approach to literacy

Education studies from kindergarten through college have begun to emphasize the importance and benefits of thematic and interdisciplinary approaches to instruction. While these approaches are being tried in sites throughout the country, participants are most often "academically prepared" students, not students who have exhibited academic difficulties and are pre or low literates. However, the contextual and organizational structure that a thematic approach can provide, connecting content area learning and ESL to a common purpose, is particularly beneficial for this population. When students lack basic literacy, the traditional, departmentalized format of high school effectively eliminates their participation because it segments knowledge intospecific subject categories and limits learning to 40 minute once a day intervals. In contrast, a thematic approach that attempts to actively engage students in their own process of knowledge and skill development can be much more like real life learning.

As has been discussed, literacy is much more than a collection of reading and writing skills. It is a process by which individuals come to understand the world around them and to use print to enhance their participation in this world world. Literacy instruction is therefore more effective when students see reading and writing as a way to communicate and express ideas as well as away to learn about the ideas of others. This can be accomplished by initially using students' own language as the basis for literacy instruction. In contrast to the transmission, lecture-based model of teaching where students are expected to silently absorb information or to remedial models where students respond to teacher directed drills and worksheets, teachers who work within this participatory approach, encourage focused dialogue in class and, from this dialogue, identify the vocabulary, concepts, and themes that then serve to direct, structure, and organize learning and instruction.

The model is oriented around general themes that relate to students' lives and are somewhat problematic to their perception. Iniatially, themes are chosen that have emotional impact for the students - things that they worry about, have experienced, and draw feelings and responses. Duration of the theme varies with the interest of the students and the creativity of the teacher.

Based upon their observations and dialogues with students, native language and ESL teachers together decide upon themes and work with the same one in their classrooms. The initial introduction of the theme, however, is done in the native language; it is presented through a visual representation (e.g. a picture) and/or an oral dialogue or passage that stimulates discussion. This visual or oral stimulus, sometimes referred to as a "codification," is chosen to represent a familiar situation immediately recognizable by the students and is presented as a problem in a manner that affords open-ended discussion without providing solutions. In a class dialogue, students are encouraged to move from the concrete to the analytical, describing what they see or hear in the codification, defining the problem, sharing their own similar experiences, questioning why there is a problem and strategizing what might be done about it. During the discussion, the native language teacher makes notes of key words, concepts, and subtopics that later direct a more focused theme study in content area subjects as well as in the ESL classroom.

A key organizational element of this approach is the direct connection it makes between the native and second language.

Themes are developed first in the native language and then are applied to experiential activities in English. Through this process, students acquire the necessary background knowledge and begin to read and write in the language they are most familiar. English language and literacy instruction thus builds upon what students already know (i.e., the skills and information they have just acquired) and does so within a theme orientation with which they are already familiar. This significantly speeds up the English literacy process. As Franklin, Hogu, and Mankin make clear in their chapter, implementation requires frequent meetings between native language and ESL teachers.

A second organizational element of the approach is its focus on literacy and theme development across the content area. Because students with limited formal schooling have difficulty departmentalizing knowledge into neat subject areas and because each of these subject areas is dependent upon literate abilities, the content and focus in all areas are oriented toward the designated theme in a cross-disciplinary fashion. In schools where this approach has been most effective, students are scheduled for content subjects with one native language teacher for at least two consecutive periods back-to-back or with content teachers who work as a team. Instruction is inquiry-based and interactive. It encourages and enables students to apply subject specific learning to the development of the common theme. Activities are not text-based (although texts are used as supplements) but rather directed at purposeful knowledge acquisition, literacy development, and active student engagement.

The underlying belief of this approach is that literacy is a process that can be developed, supported, and promoted throughout the school day and across the curriculum. Themes guide the curriculum rather than, as with traditional approaches, the curriulum designating units or themes. While the mechanical skills associated with reading and writing are included in instruction, they are done so in a contextual fashion. In other words, skills are not taught for skills sake, but in order to enhance possibilities for communications.

Considerations in Program Design and Planning

For newly arrived students who lack both native language literacy and oral English proficiency, the task of learning to read and write, acquiring English, and studying content area subjects is a complex, difficult, and time consuming one. Moreover, for students who have limited (and possibly a negative) experience with formal education, the segmented, fast-paced nature of secondary schools can be both alien and exclusionary. What these students require is a supportive, consistent, and integrative educational environment that

addresses their specific linguistic, academic, social, and affective needs and that promotes positive achievement. This is not to suggest that students should be tracked into low level courses but rather that an alternative educational design be considered that specifically addresses their unique experiences. While some educators argue that energy should be spent in promoting the development of the English Language and English literacy for survival, others, like myself, argue the benefits of using students' native language as a structural base from which to initiate basic skills and to then apply these skills to the developing second language. From my perspective, general goals should thus include the following:
(1) the promotion of native language and ESL (dual language) literacy as well as linguistic, cognitive, and academic development across content area subjects;
(2) the establishment of a supportive classroom environment that assists students in adapting to the reality of U.S. high schools and society;
(3) the facilitation of eventual high school graduation.

Based upon both research and work with such populations, I believe the following programmatic considerations are also essential:

1. Voluntary student enrollment based on an informed understanding of goals and programmatic design and focus. This might include student contracts.
2. An ungraded program structure allowing students to learn at their own pace without the stigma associated with overage grade placements.
3. A class size limitation of a maximum of 15 students.
4. Individual learning plans where teachers and students set goals and which detail a plan of study that will lead to either a regular or alternative high school diploma (see #7 below).
5. Full credit towards diploma requirements granted for successful completion of literacy and content area classes. All classes should be appropriately designed and named to allow those students who have shown effort to receive credit for subsequent years in the program as necessary.
6. Alternative ways of gaining credit or competencies e.g., independent studies, community-based projects, internships, etc.
7. Formalized arrangements with a youth or adult GED program for overage students (18+) who have completed at least two years in the program. These students would transition into the GED program and upon completion within one to two years would be awarded a high school diploma of general studies.
8. Possibility of an eventual transfer to bilingual or mainstream classes wherever possible.
9. Voluntary rather than arbitrary teacher assignment.

10. Native language classes (e.g. literacy, math, social studies, science) offered by one teacher if at all possible in order to maintain consistency and flexibility, allow for more intensive instruction, and facilitate an interdisciplinary and thematic instructional orientation.
11. ESL assignment and scheduling by language group to facilitate a direct relation between the thematic content and skill development of native language and ESL instruction. ESL should be programmed for a double period back-to-back.
12. A designated literacy program classroom (for each language group) where instructional and support materials can be displayed and stored and where students' work can be exhibited.
13. A common planning period for bilingual and ESL teachers involved in the program.
14. Comprehensive support services that address the affective as well as academic issues of students' overall development, including:
    a) regular, individual meetings with guidance and adjustment counselors who speak students native language
    b) group counseling sessions
    c) liason services with the home
    d) frequent meetings between counselors and teachers as well as with parents
    e) peer tutoring
    f) established links with community based agencies
    g) a mentor program with teachers, administrators, or community-based individual
15. An occupational, career awareness, vocational component that offers functional, hands on experience and job readiness skills as well as promotes linguistic and cognitive growth.
16. For students over the age of 16, the promotion of vocational and/or work related experiences along with intensive literacy development. A program design that permits academic study in the morning and vocational education, job training, or supervised work/study in the afternoon should be considered. Other forms of flexible scheduling, e.g., varied day shifts and night classes, could also be examined.
17. Equal access to physical education, art and music, computer assisted instruction, and, as time allows, to other electives.
18. Consideration of a summer component of the program that could help promote the linguistic, cognitive, and academic development of students in a less structured and more individualized environment.

Conclusion

This chapter has offerred a brief and rudimentary look at the meaning of literacy and school success for preliterate and low literate language minority students as well as at considerations for classroom instruction and program planning As the number of these students in our classrooms and schools continues to grow, many of us are finding that the teaching techniques we have used for years and the organizational structures of traditional bilingual and ESL education are no longer working. Hopefully, I have provided some food for thought and stimulated an interest in program change, adaptation, or reflection.

In the chapters that follow, teachers of literacy students further explore some of these issues, discuss their own experiences, and offer suggestions for implementation.

ASSESSING AND EVALUATING WHERE STUDENTS ARE AND WHERE THEY ARE GOING

by Eileen Buianowski and Carmen O'Connor

The literacy assessment of high school aged students with limited formal education should be viewed as a constructive part of the learning process, and should be carried out within a context conducive to eliciting the full, active participation of the student. Explanations should be provided to the student regarding the purpose of each aspect of the assessment in order to maintain an interactive , participatory setting in which the student feels that he/she has a good deal of control over the outcome. The entire process should be consistent with whole language teaching and learning principles. These are:

- Learning occurs most easily when language is kept whole
- Classes should be learner-centered and include activities that are meaningful and functional
- Learning takes place in social interactions that employ the four modes of language: listening, speaking, reading and writing
- Learning requires that teachers have confidence in learners.

The assessment of each student's literacy development should begin with the native language whenever possible. This will put later comparisons with literacy development in English into perspective. The assessment should include informal appraisal of reading, writing and learning straegies, using materials that are consistent with the student's age, cultural/linguistic background, interests and perceived needs. In most cases, it is also helpful to collect an oral language sample to compare with the student's written langage sample. This may be done by asking the student to describe a problem posing picture or construct a narrative about a picture. A problem posing picture is one that students can relate to and that presents a situation, context, or idea that could be viewed as problematic in nature. (The use of such pictures is discussed in detail in subsequent sections). The student's response is tape-recorded and transcribed, and then analyzed for concepts, vocabulary, sentence structure and overall clarity of expression. The student's listening skills, attention span and ability to follow oral directions should be observed and documented in an ongoing manner in the classroom.

The assessment of the student's reading abilities should be conducted initially with materials reflective of his/her estimated level of reading ability. This information can be obtained, at least in part, through an initial student screening and interview for those students who are just beginning the program. Appendix 1 provides and LEP student information form that can be used for this screening. As was stated above, this material must be consistent with the student's background knowledge, interests and perceived needs. Assessment of a student's reading ability should focus on the process that the student goes through in reading the text, as well as his/her comprehension of the text, and the analysis of reading miscues. Having students reflect upon and talk about the strategies they use to read and to garner meaning affords insight both for them and for the teacher into the reading process and student's progress within it. Explicit questions can be directed to students regarding their perceptions of the reading process, including strategies for understanding words, sentences and more lengthy pieces of text. The student may be asked questions such as:

> "What do you do when you come to a word you can't read?"
> "How do you gain meaning from a sentence?"
> "What do you do when you realize that what you've read doesn't make sense?"

Some members of our literacy teachers study group tried this out with bilingual students. Detailed below is one of the questions we asked and the written and oral responses in English that followed.

Teacher: When you see a word you don't know, what do you do?

Students' written responses:

- I read the hole sentens than I tray to anthrstand from the _____ of the sentens.
- I go to dictionary
- When no read STOP about
- I'am stop because I don't understand
- I look at the sed an to redet and telk my tiyer

Students' oral responses:

- I skip over it and keep reading
- The teacher gave me a dictionary I use it if it is nearby
- Sometimes I try to translate it into Spanish... it's more difficult for me to translate it... other times I keep thinking in English
- Sometimes I go back ... I re-read it

To assess reading comprehension, the teacher can also devise comprehension questions designed primarily to evaluate students' grasp of main ideas, use of context clues, and inferencing and predicting abilities. Some questions may also relate to the retention of details included in the text. In addition, the teacher can gain information about students' comprehension by as asking each student to generate his/her own questions based on the text, and/or developing a cloze procedure. This is done by writing a paragraph or short story containing some blank spaces where key words have been omitted. The first and last sentences are usually kept complete to give the students an idea of the passage's context. Elimination of words can be every fifth through seventh word, or particular nouns or verbs chosen for content or grammatical significance. The student's choice of words reveals how well the ideas presented in the paragraph have been understood. The guidelines for conducting an informal miscue analysis are provided in Appendix 2.

An assessment of students' literacy abilities and development should not be limited, however, to reading. Writing is also a key component.In Evaluating and Improving Written Expression: A Practical Guide for Teachers by Janice Hall (Allyn and Bacon, 1981), it is suggested that an informal assessment of a student's writing ability should include six general areas of perfomance. These are, in order of priority:

A. Ideas/Content
B. Organizational Skills
C. Vocabulary Usage
D. Sentence Structure
E. Spelling
F. Handwriting

Hall suggests that each of these areas should be evaluated separately, since students' growth in writing may vary within the six different areas. The three different levels of performance that she identifies are Limited performance, Growth level and Mastery writing. Briefly, the student who is performing at a Limited level does not demonstrate a clear sense of purpose, a sense of audience, or the skills required to write stories or reports that are clear, cohesive and interesting. Overall productivity is low. The student is generally unable to write more than five or six short,simple sentences. Teachers who work with preliterate students or students with limited schooling may find it necessary to modify Hall's description of the Limited level to include those students who are yet unable to generate five or six short, simple sentences.

Students who are at a Growth level are described by Hall to have a sense of purpose and of the intended audience. They experiment with a variety of writing styles, use more specific vocabulary and a variety of sentence structures in their writing.

Mastery writing, in contrast, is clearly focused. The student has a clear sense of purpose and of audience, and chooses writing styles and techniques that are appropriate for the purpose and the audience. These students have mastered all the skills and techniques for producing writing that is complete, coherent and interesting. The student uses precise vocabulary, a variety of sentence structures and good overall organization of content.

From our perspective, evaluation of the content of students' writing, especially at the Growth and Mastery levels, should focus on the understanding of concepts and vocabulary of the thematic units developed by students and teacher. Students at the Limited level of writing perfomance may be able to express this knowledge orally, but not in writing. In this case, the teacher should find alternative methods for assessing students' knowledge of the content of the thematic unit.

We also believe that writing samples should be collected over time, sampling a variety of different genres for those students at the Growth or Mastery level. This may include samples from students' journal writings, stories written from a picture or "story starter" stimulus, or a paragraph summary.

Consistent with the holistic approach to language/literacy development, students should be encouraged to actively critique their own writing processes and products. Students can learn to evaluate their own and each other's writing, set goals for the group, and work cooperatively together on group projects. In addition ,students' interactive journals and pen pal programs can help students gain an awareness of their own and their peer's writing styles.

Appendix 3 provides additional suggestions for documenting and assessing students' ongoing progress.

Appendix 4 offers an example of an end of the year literacy assessment design that includes aspects of the reading, writing, and self-assessment discussed here and Appendix 5 includes examples of teacher-made assessment that followed this design. A literacy checklist that can be used as a record of students' ongoing native language and ESL literacy progress as well as for placement purposes is included in Appendix 6.

Appendix 1

LEP Student Information Form

This LEP student information form has been developed to screen newly registered secondary (7-12) LEP students. The information obtained from this form can be used to alert guidance that further testing may be necessary to determine the student's level of literacy skills and appropriate placement within a biligual or ESL program. Wherever possible, the interviewing of students, parents and/or guardian should be conducted in the native language.

NAME: ______________________________

ADDRESS: ______________________________

TELEPHONE: ______________________________

DATE OF BIRTH: ______________ MALE/FEMALE __________

CITY/TOWN and COUNTRY OF ORIGIN ______________

FIRST LANGUAGE: ______________________________

WITH WHOM DOES THE STUDENT RESIDE? PARENT(S) ___
GUARDIAN ___
OTHER __________

RELEVANT FAMILY INFORMATION: ______________________________

____

____

1. Check type of school(s) attended and dates if known:

   public ______________________________

   private ______________________________

   parochial ______________________________

   vocational ______________________________

   other (please specify) ______________________________

2. Total years of formal schooling ____

3. Date last attended school ______________

4. Last grade completed ____ Year? ________

5. Has schooling been seriously interrupted? Yes ___
No ___

Reason(s) ____

6. Has student repeated any grades? ____

Which grades?_____

7. Does student describes herself/himself as a(n)

excellent student ___

good student ___

fair student ___

poor student ___

8. Can students, parent or guardian identify any school related problems? (specify) ____________________

9. Health problems? (specify) __________________________

10. Early developmental problems? (specify) ___________

11. Siblings:

Name	Age	Sex	Total years of education
_______	___	___	______
_______	___	___	______
_______	___	___	______
_______	___	___	______
_______	___	___	______

12. Is student interested in vocational training? _____

If formal education appears to be limited or sporadic, the following brief, informal assessments can be used to check pencil coordination, speed and facility with basic literacy and numeracy.

A. Have the student write a short description in their native language of where they come from and read it back when completed.

B. Have the students copy a few sentences in English.

C. Have the student complete the following math test (four operations):

$$\begin{array}{r} 2 \\ \underline{+1} \end{array} \qquad\qquad \begin{array}{r} 4 \\ \underline{-2} \end{array} \qquad\qquad \begin{array}{r} 5 \\ \underline{x3} \end{array}$$

$$6 \times 3 = \qquad\qquad 3\,\overline{\smash{)}\,6}$$

$$\begin{array}{r} 32 \\ \underline{+14} \end{array} \qquad\qquad \begin{array}{r} 36 \\ \underline{-14} \end{array} \qquad\qquad \begin{array}{r} 12 \\ \underline{x4} \end{array}$$

$$15 \div 5 = \qquad\qquad 6\,\overline{\smash{)}\,3}$$

This LEP student information form was developed by Theresa Ewald and Frank DiChiappari.

Appendix 2

CONDUCTING AN INFORMAL MISCUE ANALYSIS

A MISCUE is an unexpected response that changes, disrupts or enhances the meaning of a written text.

MISCUE ANALYSIS is

- a tool thast can provide a window on the reading process
- a way to increase knowledge about reading and about the reader, including the interrelation of reading, language, and personal experience
- a procedure to observe, describe, explain, and evaluate students' abality to read uninterrupted texts, to self-correct, and to comprehend what they are reading.

Materials required

- A reading passage or passages of differing complexities
- A tape recorder (optional)

Implementation

1. Make 2 copies of the selection to be read, one for the student and one for you. Yours should be double or triple spaced to allow for notations.
2. Ask the student to read the passage aloud.
3. While the student is reading, make notes of all the miscues on your copy. Include any false starts or self-corrections.
4. Ask the student to retell the story.
5. Write down exactly what the student says and/or tape it.

Analysis

- Look at the quality and type of miscues made and the frequency of each.
- Consider the following questions*:
  1. Did the miscues result in sentences that are semantically and syntactically acceptable?
  2. Was the student reading for meaning?
  3. Do the miscues retain meaning or disrupt

it?

4. What did the student do he/she came to an unfamiliar word?
5. Did they over-attend to the physical appearance of individual words?
6. To what degree did the miscues retain graphic and phonological similarity to the text items?
7. Did they skip words rather tackle them?
8. To what degree did miscues retain the grammatical function of the text item?
9. Did they cause grammatical transformations?
10. Did the student employ various strategies (e.g. predicting, self-correcting) or did they rely too heavily upon only one?

*Questions adapted from Baskwill and Whitman, Evaluation: Whole Language Whole Child and Goodman, Watson, Burke, Reading Miscue Inventory.

Developed by Catherine Walsh, Multifunctional Resource Center, University of Massachusetts.

DOCUMENTING AND ASSESSING ONGOING PROGRESS

1. Anecdotal Records
   - these can include positive observations of student progress, the strategies and divergent ways they address particular tasks, involvement in cooperative versus independent learning activities, changes in ability, social and/or cultural observations, etc.

2. Students Folders
   - these can include dated examples of students' work (in progress as well as completed), copies of particularly enlightening journal entries, etc.

3. Monthly Writing Samples
   - Focused writing on a topic of choice and/or from a problem posing picture.

     Students should be told:
     - the purpose of the sample
     - that they should try and demonstrate everything they can do
     - that they will be able to compare their writings over time
     - that they can analyse their sample according to a checklist stapled onto their folder.

4. Dialogue Journals
   - entries can be informally analysed for expression, communication of the meaning, mastery of conventions, progress over time, etc.

5. Audio Recording
   - Recordings can be made of students' oral reading once a quarter or at different intervals during the year in order to:
     - document progress in oral expression in the native language and English
     - analyse miscues
     - offer students a way to listen to and analyze their reading as well as their oral pronunciation

6. Student Generated Material
   - This can include:
     - notebooks of best writing
     - language specific or biligual study guides
     - reading logs, including books read, brief summaries, descriptions or other notations
     - writing logs, including lists of strategies, skills acquired
     - content area logs, including summaries of material and knowledge acquired
     - projects

Developed by Catherine Walsh, Multifunctional Resource Center, University of Massachusetts.

Appendix 4

LITERACY ASSESSMENT

NAME______________________________
DATE______________________

Insert a PROBLEM POSING PICTURE here

Follow with a short text relating to picture not previously seen by the student

A. GENERAL COMPREHENSION QUESTIONS... yes/no

1.________________________________
2.________________________________
3.________________________________
4.________________________________
5.________________________________

B. TRUE/FALSE QUESTIONS...detail questions

1.________________________________
2.________________________________
3.________________________________
4.________________________________
5.________________________________

C. FIND THE FOLLOWING WORDS IN THE STORY AND CIRCLE THEM

1.________________________________
2.________________________________
3.________________________________
4.________________________________
5.________________________________

D. WRITE A SENTENCE WITH EACH WORD

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

E. WRITE A NEW ENDING TO THE STORY

____

____

____

____

____

Insert a PICTURE USED DURING THE YEAR here

A. PROBLEM POSING QUESTIONS (may be read orally to student)

1. Describe what you see in the picture.
2. What is the problem?
3. Have you ever had a problem like this?
4. Why is there a problem?
5. What can we do about it?

WRITE A STORY ABOUT THE PICTURE

____

____

____

____

____

____

B. PICTURE SEQUENCE... (Insert three or more action pictures that can be sequenced.)

1. Decide the order of the pictures.
2. Number the pictures.
3. Describe the main idea of each picture.
4. Draw a picture and write about what might happen next.

C. CLOZE EXERCISE...Use a dialogue with a picture or a drawing or a photonovel/comic book format (bubbles with blanks). Delete every fifth to seventh word, particular parts of speech, or content words and ask students to fill in the blanks.

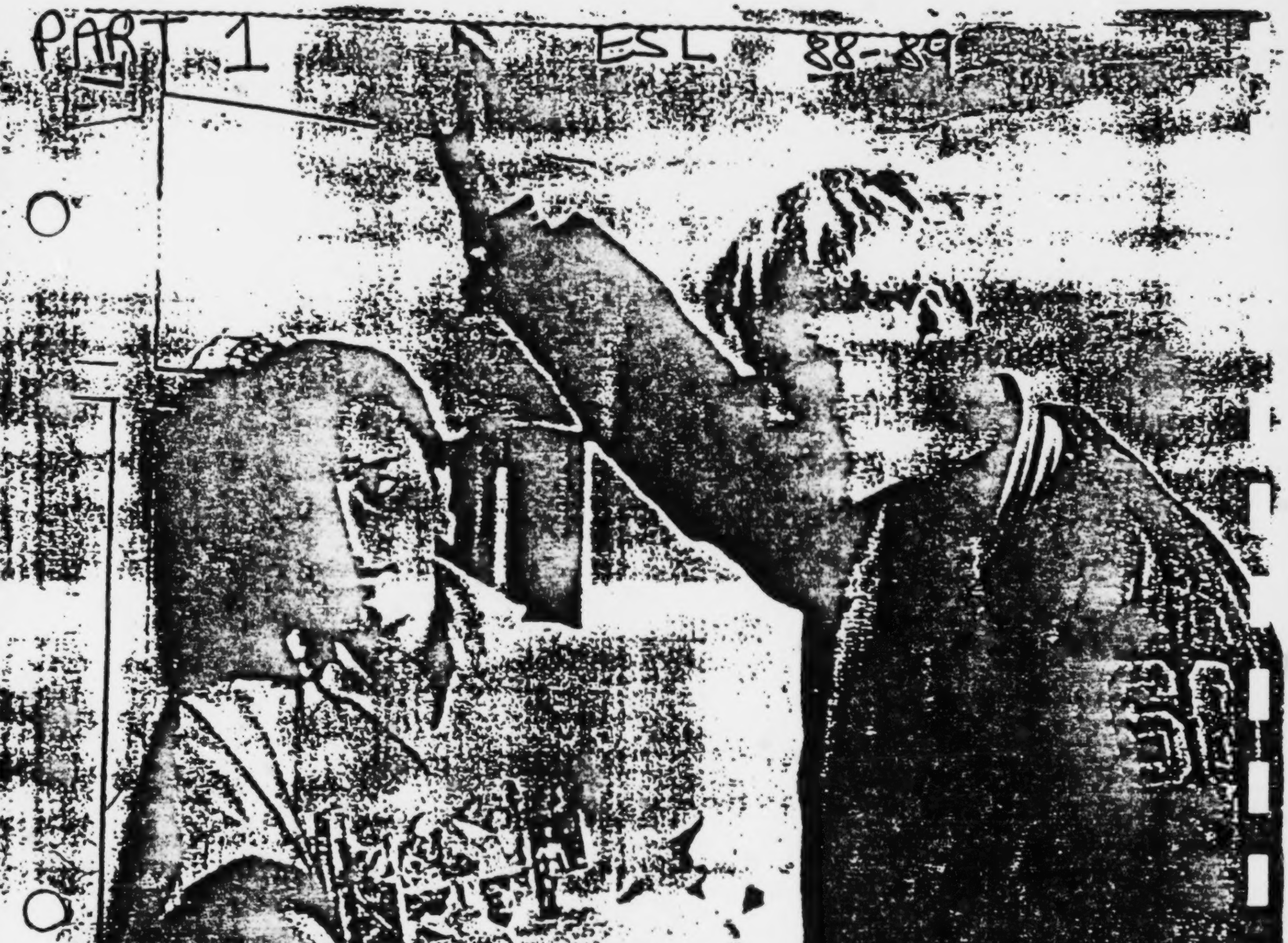
D. REWRITE A PIECE WRITTEN EARLIER IN THE YEAR

E. STUDENT SELF-ASSESSMENT...

(This can include teacher-generated questions like: How is your rewrite different from or better than your earlier piece? How do you feel your writing and reading abilities have improved? What do you think you still need to work on?)

This assessment design came from Catherine E. Walsh who, in 1989, worked collaboratively with literacy teachers from Boston's English High School in its use as an end of the year evaluation of student progress.

PART 1 ESL 88-89



PROBLEM POSING PICTURE

BEST COPY AVAILABLE

L$_2$ A

DIALOGUE TO ACCOMPANY PICTURE

Invitation to a Party

John: Louisa, would you like to come to my part
My parents are going to New York this weeken
so I'm having a big party.

Louisa: No, I don't think so.

John: Oh, come on! It will be fun.
Many students will be there.

Louisa: My mother doesn't want me to
go to parties without parents.

John: Tell your mother that you're going
to Rosa's house.

Louisa: No, John. I don't want to li
to my mother. She trusts me

John: If you don't go to parties, yo
will never have a boyfriend.

Louisa: I don't care.

I Answer YES or NO.

1. Louisa is having a party. ____
2. John's parents are going to New York. ____
3. Louisa wants to go to Rosa's house. ____

II Circle these words in the story.

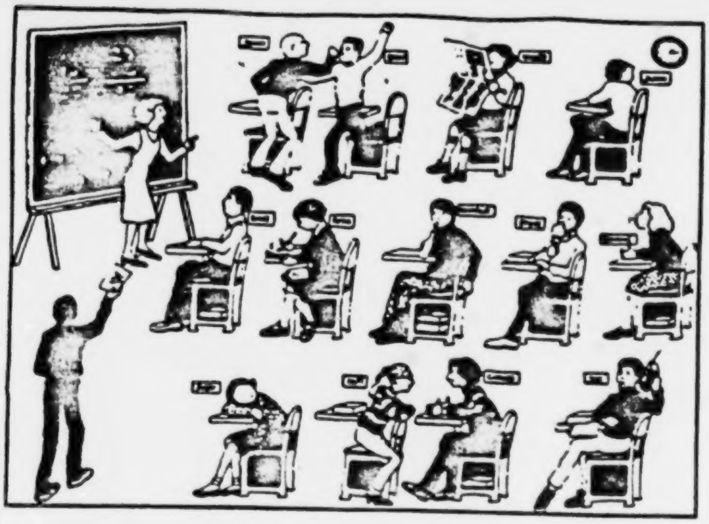
1. weekend
2. fun
3. lie
4. boyfriend
5. care

III What should Louisa do?

____

____

____

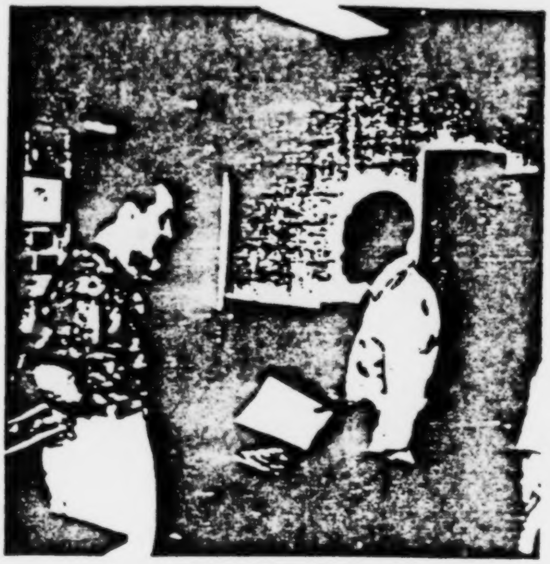


Part 2

(Picture taken from J. Yedlin, Double Action Picture Cards, Addison Wesley Publishers)

Part III

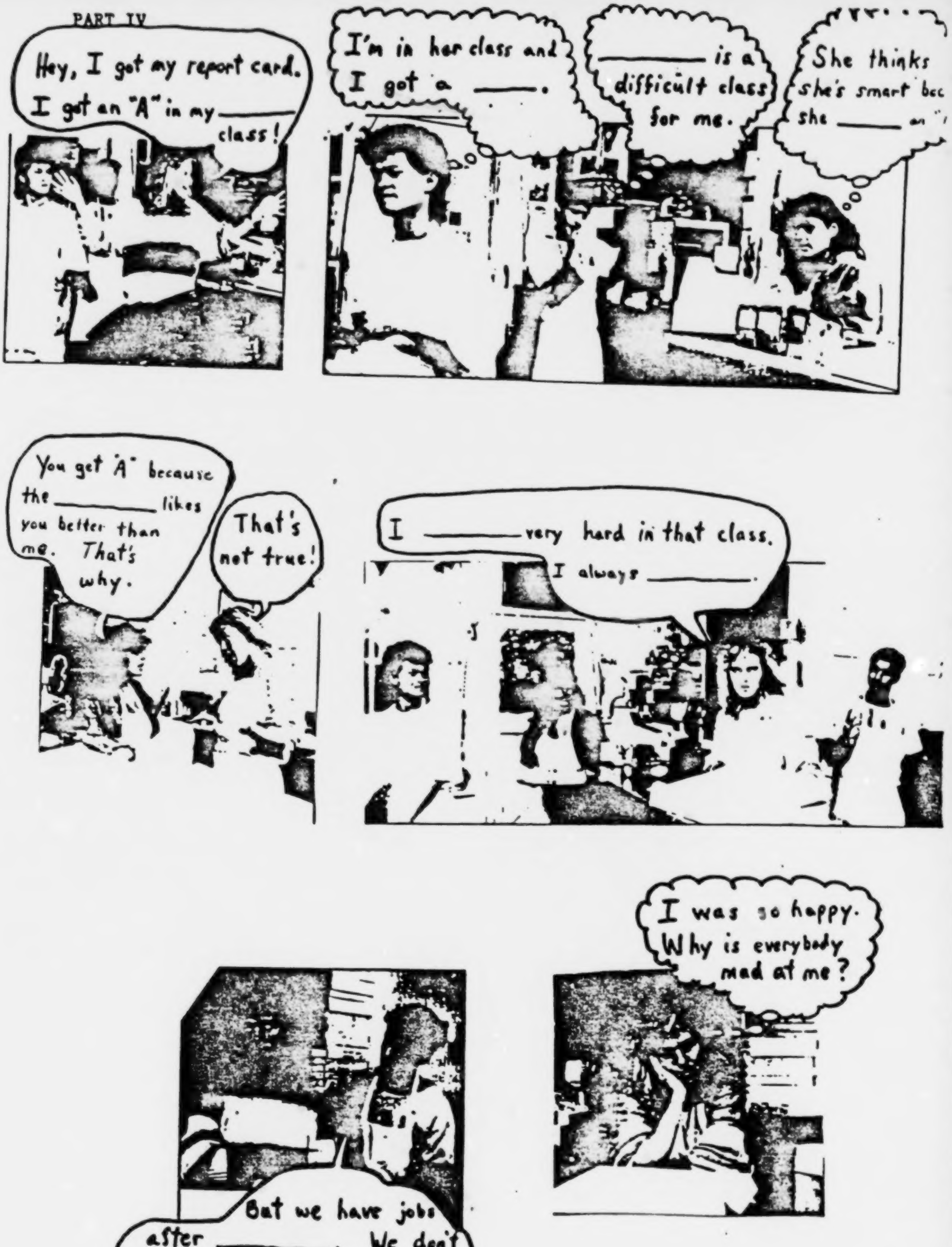
(This portion of the assessment was developed by the students themselves. They scripted and took the pictures.)



NOTE: THESE WERE PUT IN A LINE ON EXTRA LONG PAPER SO THEY READ LEFT TO RIGHT, AND HAD A SPACE FOR #5. THERE WERE LINES PROVIDED UNDER EACH PICTURE FOR THE WRITING.

BEST COPY AVAILABLE

PART IV


Hey, I got my report card. I got an "A" in my ______ class!
I'm in her class and I got a ______.
______ is a difficult class for me.
She thinks she's smart bec she ______ an
You get "A" because the ______ likes you better than me. That's why.
That's not true!
I ______ very hard in that class. I always ______.
But we have jobs after ______. We don't have time to ______.
I was so happy. Why is everybody mad at me?

BEST COPY AVAILABLE

THESE WERE ARRANGED LEFT TO RIGHT ON LONG PAPER WITH PICTURES AND WORDS ENLARGED

Appendix 6

This checklist is designed as an assessment record of high school students' literacy related abilities in English and in the native language. Quality, mechanics and comprehension competencies are listed in developmental sequence and can be applied to student placement in a three-level literacy program. Level 1 would be for students with little or no formal schooling, illiterate in their native language and in English. Level 2 and level 3 build upon the competencies developed in Level 1; both are necessary prerequisites to literacy development and to placement in standard high school ESL courses.

The association of the checklist competencies with levels are as follows:

Level 1	Level 2	Level 3
Q1-7	Q8-17	Q18-23
M1-7	M8-12	M13-15
C1-4	C5-12	C13-22

Because literacy is an ongoing process and because students' previous experiences may differentially impact literacy development, the grouping of competencies by level as listed above may not always be accurate or relevant for all students. In other words, some students may be at the beginning level of literacy acquisition but may demonstrate an ability associated with higher level competencies. Teacher judgement must therefore always accompany assessment as well as placement decisions. Generally reflected in the competencies are abilities which all students need to be able to function effectively in a bilingual program.

LITERACY CHECKLIST

Student Name______________________________
Language of Assessment_______________________

Scoring key: 0 = no evidence 1 = beginning to develop
2 = developing 3 = controls

	0	1	2	3
Quality				
Q1. Demonstrates persistance				
Q2. Is able to complete a task				
Q3. Shows the desire and motivation to read and write				
Q4. Uses print for own purposes				
Q5. Can read back own writing				
Q6. Values conveyance of meaning over mechanics				
Q7. Can use prior knowledge for problem solving				
Q8. Can use visuals to develop short narrative or dialogue				
Q9. Uses print for communicating thoughts and ideas				
Q10. Attempts to self-correct own writing				
Q11. Takes risks to read and write previously unknown words				
Q12. Demonstrates a sense of ordered thinking				
Q13. Demonstrates creativity in writing				
Q14. Can work independently				
Q15. Can work cooperatively				
Q16. Reads and writes for pleasure				
Q17. Takes responsibility for and controls own learning process				
Q18. Questions content of text				
Q19. Can use context clues to attempt new words				
Q20. Can move beyond personal point of view				
Q21. Can argue a position				
Q22. Is able to locate, use, and invent resources to convey meaning				
Q23. Demonstrates the ability to think critically				
Mechanics				
M1. Uses left to right directionality				
M2. Can distinguish parts of page (front, back, top, bottom)				
M3. Uses paper conventionally				
M4. Uses appropriate space between words				
M5. Can identify, say, and write the letters of the alphabet				
M6. Can identify, say, and write numbers 1-1000				
M7. Can compose a short sentence				

	0	1	2	3
M8. Can arrange pictures in sequential order				
M9. Understands the structure of a sentence				
M10. Understands basic punctuation marks such as comma, period, question mark				
M11. Uses upper and lower case letters appropriately				
M12. Can recognize, write, and understand monetary symbols				
M13. Can copy written text				
M14. Can take dictation				
M15. Understands proper format of paragraph				

Comprehension

C1. Can read and understand words				
C2. Can interpret life survival symbols e.g., environmental, pictorial				
C3. Can read and understand phrases				
C4. Can follow simple written directions				
C5. Understands concept of a sentence				
C6. Can read back sense of a sentence				
C7. Can read and understand short passage				
C8. Can understand and interpret various graphic styles and forms of print				
C9. Can identify main idea				
C10. Can identify supporting details to determine whether statement is true or false				
C11. Can recall details and sequence				
C12. Can use appropriate words to complete a cloze passage				
C13. Can ask questions about text				
C14. Can distinguish fact from fantasy				
C15. Can interpret abbreviations and acronyms				
C16. Can use details to predict events or circumstances				
C17. Can draw conclusions				
C18. Can summarize text				
C19. Can retell text in own words				
C20. Can read and understand newspaper and literature				
C21. Can distinguish fact from opinion				
C22. Can make inferences				

Comments:

--Developed by Catherine Walsh in conjunction with teachers from Boston English High School Creole/ESL Literacy Program.

Addendum:

The attached assessment forms developed by the Boston Title VII program may be useful for students entering a program.

Part 2

Date: ______________________

NAME: ______________________________________

SCHOOL: ____________________________________

GRADE: ________ AGE: ________

NATIVE LANGUAGE: ____________________________

NATIVE COUNTRY: _____________________________

NUMBER OF YEARS IN THE U.S.: ________

Part 2

OBJECTIVE #1

Given a list of consonants, students will listen as the teacher reads aloud and then circle the letter that represents the initial consonant sound.

Students circle:

1) b c p m r
2) h d t n p
3) v p b f s
4) v b f p r
5) l y r w k
6) d s t l n
7) m p g k w
8) c s t r q
9) g w k n r
10) b y v r c
11) s j t d z
12) d m r t l

OBJECTIVE #2

Given a short reading passage, students will read the passage silently and answer the comprehension and composition questions.

> **Dear Dot—**
>
> **My boyfriend, Dennis, likes cars. He reads about cars, talks about cars, thinks about cars, and probably dreams about them too. He wants to be a mechanic when he finishes school. All of that is okay with me, but there is one problem. Dennis drives too fast. He thinks that he knows everything about cars, and that nothing can happen to us. I know we are going to have an accident soon. Sometimes he drives over eighty miles an hour. What can I do?**
>
> **Nervous**

1) What does Dennis like?

2) What does Dennis want to be?

3) What is Nervous' problem?

4) Why does Dennis drive fast?

5) What does the word accident in this letter mean? Circle the best answer.

(a) mistake (b) crash (c) murder (d) problem

6) What is your advice to Nervous? Write a short answer.

OBJECTIVE #3

Given a short reading passage, students will read the passage silently and answer the multiple-choice questions that follow.

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys were under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help! Stop laughing and give us some help! This is no fun!"

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers, they picked some to take home. The flowers were red and blue and white. They saw some green and black berries, but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

1) What color is the tent?

   a) black
   b) purple
   c) brown

2) Which is the best title for this short story?

   a) Berries and An Old Lady
   b) Camping Out
   c) Putting Up A Tent

3) What did the boys do after the tent was up?

   a) They made their beds.
   b) They picked flowers.
   c) They went for a walk.

4) How many boys went camping?

   a) ten
   b) two
   c) five

5. Rewrite the following three sentences in the order they occurred in the story.

   They read and sang until bedtime.
   They saw some green and black berries.
   They saw an old woman.

OBJECTIVE #4

Given a list of words that fall into the following categories: Family, Time, Food, Home/House, and Body Parts, students will read the words and write them down in the correct columns.

cousin
number
sugar
son
hair
leg
clock
wife
bathroom
arm
rug
grandfather
kitchen
date
mother
lunch
night
bread
stomach
baby

hour
door
eggs
lungs
meat
fingernails
milk
morning
key
apple
teeth
stove
cookies
minute
chair
foot
seconds
daughter
bread

FAMILY	TIME	FOOD	HOME/HOUSE	BODY PARTS

OBJECTIVE #5

Given a short passage for dictation, students will listen to the passage as it is read aloud and will write down what they hear.

Part 1

Date: ______________________________

NAME: ____

SCHOOL: ____

GRADE: _______ AGE: _______

NATIVE LANGUAGE: ____

NATIVE COUNTRY: ____

NUMBER OF YEARS IN THE U.S.: ___________

OBJECTIVE #3

Given a symbol at the left of the page, and a series of symbols aligned across the page, the student will mark the same or different symbol.

CIRCLE THE LETTER THAT IS THE SAME.

1.	m	[✓ m]	a	e	[✓ m]	l
2.	s	a	s	s	t	s
3.	T	T	L	S	L	T
4.	L	l	L	L	t	M
5.	e	e	e	s	e	a
6.	a	E	a	A	e	a
7.	M	T	M	A	M	m
8.	t	T	l	t	t	L
9.	I	I	t	I	I	A
10.	A	A	A	t	L	T

OBJECTIVE #4

Given shapes/symbols at the left of the page, the student will count and circle the correct number from left to right.

CIRCLE THE CORRECT NUMBER.

• • • •	5	[✓ 4]	7	9
x x x x x x x	11	17	9	7
• • •	3	2	8	0
x x x x x	15	5	3	6
• • • • • • • • • •	6	9	8	10
x x x x x x x x x	6	8	4	9
• • • • • • • •	8	9	7	4
x x x x x x x x x x x x x	14	13	3	18

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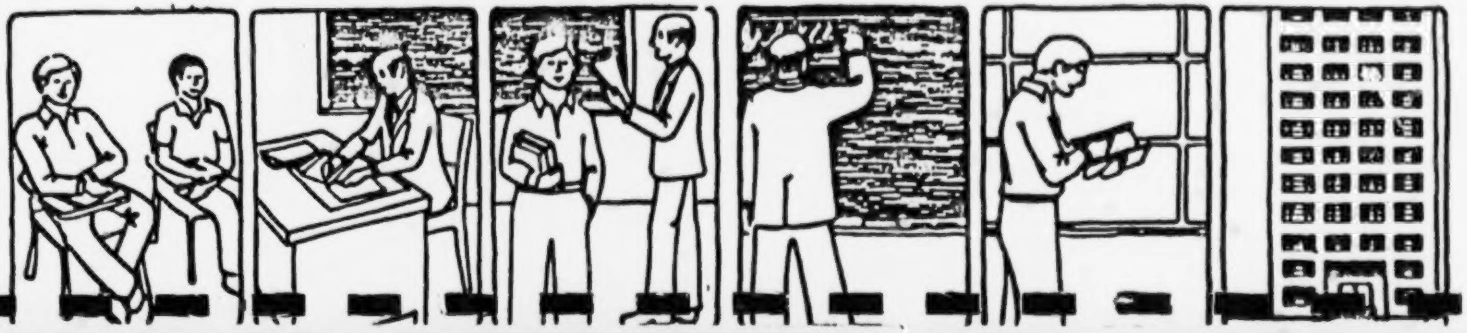
OBJECTIVE #5

Given a short composition, the student will copy the composition onto lined paper. The teacher will determine whether or not the student: (a) can follow oral directions; (b) has any sense of left-right, top-bottom progression; (c) has adequate fine muscle control; (d) can recognize and match shapes; (e) understands placement of letters on the line; (f) can form letters; and (g) how long the student took to complete the task.

COPY THE FOLLOWING PARAGRAPH ON THE LINES BELOW. PLEASE WRITE IN SCRIPT.

Mr. Baroni

Robert Baroni is a student. He is twenty-five years old. He studies Spanish every day. Mr. Peters is his teacher. Mr. Peters is a good teacher. Robert and Mr. Peters are in the classroom now. They are busy. Mr. Peters is at the blackboard now. Robert is near the window. The classroom is on the tenth floor. It is a small room. Robert likes the classroom.



OBJECTIVE #6

Given an incomplete alphabet, the student will fill in the blanks to demonstrate knowledge of alphabetical order.

FILL IN THE MISSING LETTERS.

a b ____ d ____ f ____ h i

____ k l m n ____ p ____ ____

s t u ____ w ____ y z

THEME-BASED APPROACH TO LITERACY

by Lisa Franklin, Lionel Hogu and Michael Mankin

During the 1988 school year, we began to develop and implement a new approach to literacy development and content area and ESL instruction with Haitian students who had limmited previous schooling. The idea for the approach came from Catherine Walsh who worked collaboratively with us. The description and examples that follow are a result of this collaborative relationship and of our own efforts at and experience with putting the approach into practice.

The theme-based approach to literacy affords a holistic instructional orientation that connects content to the realities to the students' lives. It is student-centered and facilitates the active involvement of the students. Because the themes are chosen to bring out the students' own experiences, the students realize that their perceptions and experiences are valid. The themes are chosen to involve problematic situations that have a high emotional impact for the students. By discussing the problem and the possible solutions, the students learn that what they have to say is valuable and that they are not powerless. This is very important, especially for the students who have not experienced much success with formal education.

The reason we chose this approach is that we have found that the cooperative planning by the native language (L1) and second language (L2) teachers result in rapid progress and more readily internalized knowledge. The input of the students is one of the major factors that leads to the success of this program. The L1 teacher introduces the theme in the native language. A few days later, the L2 teacher reintroduces the theme, sometimes in a different way from than the L1 teacher. The students' reactions are the clues that lead the ESL teacher to choose the activities to build upon, and reinforce without repeating, the activities in the L1 classroom. Having an already established L1 partner is a great relief at this point because you can now go to your partner for support, advice, interpretation and clarification if the ESL lesson was not appropriate.

Beginning in the L1 classroom is important because the students will have begun to work with the theme in the language that they are most familiar with, before transfering the knowledge and skills to the new language. The English literacy process is accelerated by the students' previous knowledge. Implemetation requires coordination and frequent meetings between the native language teacher and the ESL teacher.

As Walsh pointed out in her chapter, this approach focuses on literacy and theme development across the curriculum. It is especially difficult for students with limited formal schooling to compartmentalize knowledge into separate areas, as is necesary in a school system. Therefore, the theme is used in all content areas. Vocabulary, key words and key concepts developed in the native language are applied to activities in ESL, building upon the knowledge and experience that the students already have with the theme.

The chart that follows offers an overview of instructional implementation.

Activity   Participants

1. Identify Theme   L1 and L2 teachers

Theme:
- relates to students' lives (has high emotional impact)
- makes connections to the school curriculum

How:
- listening to students
- observing students both in school and in the community

2. Initial Introduction   L1 Teacher

Present theme using a picture or an oral dialogue. It should:

- represent a familiar, immediately recognizable situation
- be represented as a problem
- focus on one concern at a time
- afford open-ended discussion without providing solutions
- offer the possibility for group affirmation
- stimulate an interest in dealing with the problem

Problem posing (5steps, from concrete to analytical)

1. Describe what they see in the picture or hear in the dialogue
2. Define the problem
3. Share similar experiences they have had
4. Question why there is a problem

5. Strategize what they can do about it

* Record information from this discussion on newsprint for choosing key word and concepts.

3. **Developing the Theme**	**L1 and L2 teachers and students**

A. Brainstorm what they already know and would like to know
B. Document the theme through drawings, photographs, semantic mapping
C. Identify key concepts that cross languages and guide discussion
D. Identify key words in the native language for use in ESL
E. Interview community members, parents, other teachers, and other students

4. Cross-curriculum Strategies	L1 and L2 teachers

L1	L2
mathematics social studies science	ESL

- Vocabulary and key words and concepts developed in L1 are applied to experiential activities in L2. The focus is to build upon students' previously acquired knowledge and experience with the particular theme.

- All activities should incorporate listening, speaking, reading, writing, with reflection and action.

- Emphasis is on the process of learning as well as the content.

- Learning is understood as a social and collaborative activity. This requires cooperation not only among the students, but also among the school staff and native, ESL and monolingual classes.

5. **Evaluation** **L1 and L2 teachers and students**

A. the effects of the theme and codes on student learning

B. production of dialogue,advancements in literacy, grasp of content, involvement and action

- student participation in the assessment
- checklists that consider student's use of reading strategies
- criteria for the evaluation of writing
- analysis of student's development in thinking ability
- mastery of content knowledge and concepts.
- comparison of skill development across languages

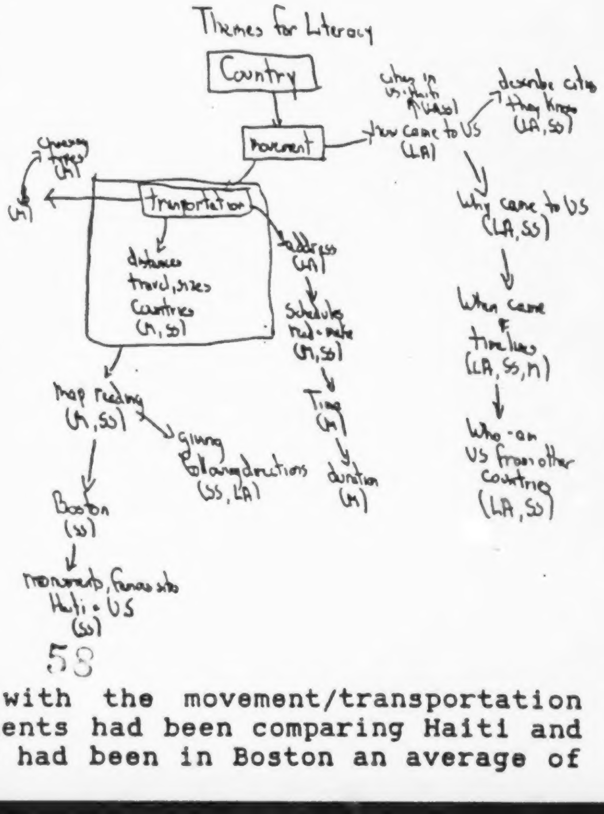
Collaboration Between Native Language and ESL

This section describes the development and initial implementation of an actual unit by the L1 and L2 teachers of Haitian teenagers with extremely limited previous formal schooling experience. Its focus is from the perspective of the ESL teacher (Lisa Franklin). As you will see, planning a team unit in two languages does not mean repeating in the ESL class everything that has already been done in the native language class (although there may be times when this is desirable). It is also important to remember that the actual experience was not as effortless and flawless as it sounds. Moreover, since it came from our students and their particular experiences/ideas, we are in no way advocating that this is a perfect unit that will work with all populations in the same manner. Each culture, each class, each teacher, and each student has its own individual needs and concerns. We hope that this will serve simply as an example of how a theme-based approach can be used in team teaching, and that it will inspire others to go on to develop their own units.

I. Identifying Theme

The L1 teacher and I developed this idea web.

M= Math
SS= Social Studies
LA= Language Arts


Themes for Literacy
Country
movement
cities in US-Haiti (LA,SS)
describe cities they know (LA, SS)
how came to US (LA)
Why came to US (LA, SS)
When came & timelines (LA, SS, M)
Who -in US from other countries (LA, SS)
Currency types (M)
(M)
transportation
distances travel, sizes countries (M, SS)
address (LA)
Schedules read-make (M, SS)
Time (M)
duration (M)
map reading (M, SS)
giving following directions (SS, LA)
Boston (SS)
monuments, famous sites Haiti + US (SS)

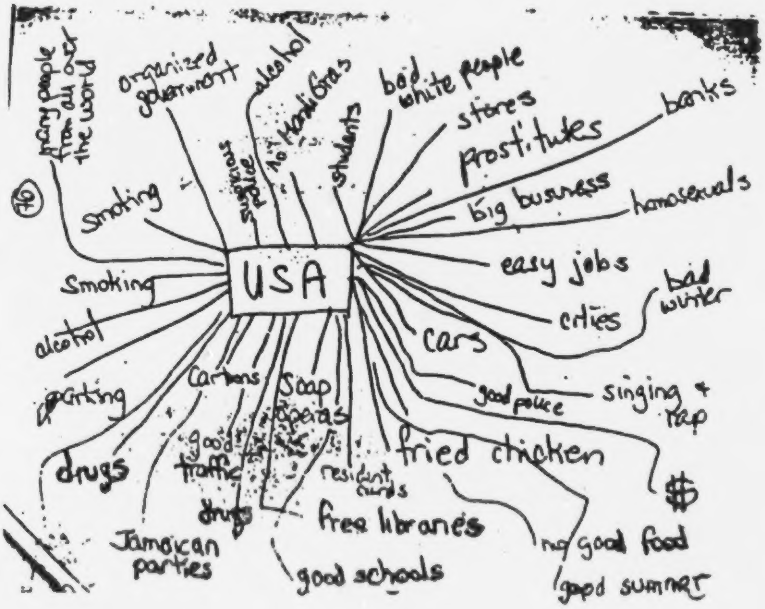
We decided to start with the movement/transportation aspect, since the students had been comparing Haiti and the U.S. (The students had been in Boston an average of six months by this time.) This transition was obviously still an important issue to them.

II. Initial Introduction

The Haitian teacher introduced a picture with a reading about a boy's trip to New York to join his parents (See Appendix 1).

The students then discussed their trips to the U.S. - how they got here, how they felt, why they came, who was here, who was in Haiti, etc. This also brought up, naturally, their responses to the American way of life. This was expanded by the L2 teacher in the form of a brainstorming session.

it is interesting how some "negative" aspects of life in the U.S. emerged in the discussion. In previous, more traditional ESL classes, such comments never would have arisen. Yet because the students had shared their feelings and their perceptions first in the native language and were given the opportunity and support to expand on these in the L2, the ESL class began to take on more of a critical nature.


USA
many people from all over the world
organized government
alcohol
Mardi Gras
suspicious police
students
bad white people
stores
prostitutes
banks
big business
homosexuals
easy jobs
bad winter
cities
cars
singing + rap
good police
$
fried chicken
no good food
good summer
free libraries
good schools
resident cards
soap operas
cartoons
good traffic
drugs
Jamaican parties
drugs
parting
alcohol
Smoking
smoking
76

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The students then organized the characteristics from the brainstorming session into individual categories. While some of these categories seemed unconventional to me, the students were able to explain them satisfactorily.

Smoking
Alcohol
Drungs

stores
Jobs
parking
Banks
libraries
big bisuness

student
loud white people
good Police
suspicious police
Many people from all over the World
No nardiga...is
Good traffic
Good School
good Summer
No good food
good Summer

smoking
alcohol
Drugs
easy jobs
business
libraries

Wilen
good summer
good school
good police
good trafic

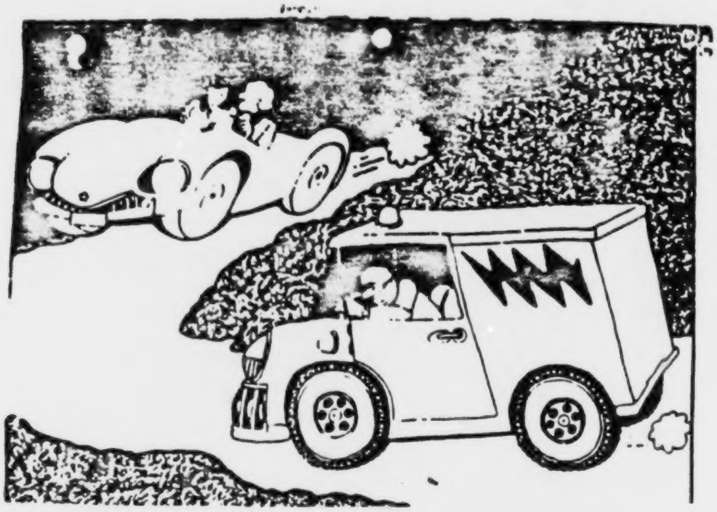
Yvon
stores
banks
big business

III. Developing the Theme

The L1 teacher led off the unit with a general discussion of the concept of transportation. The class then named as many types of transportation as they could, after which pictures were shown to see which were new ones for the list (Appendix 2). They talked about which ones were exclusive to Haiti, to the U.S., and which were shared. The teacher opened the class to possible reasons certain types were found in one country and not in another. Along with the issues of economics, population size , country size and frequency of travel theories, one student speculated that the donkey was not used in the U.S. because the Americans had not yet dicovered how useful it could be. Then, having shown the class how to make graphs and explained the concept of percentages, the teacher had groups guess which form was used most in each country. They plotted their guesses on the graphs, and then plotted the information from the two graphs onto one graph. All of this took about a week, due to the fact that this class was limited to a 40 minute period (Appendix 3).

At this point , I was having a difficult time coming up with a tie-in to this topic that would complement this theme, cover ESL material and build upon existing skills without simply repeating the L1 lessons. The native language teacher took the class' prevailing interest at the time (driving and driving licenses) and used that interest as the basis for his social studies/language development area (Appendix 4).

I presented the following picture of an accident to the class.



The class, often heatedly, discussed what was happening, what the problems were, and what the possible outcomes would be. They began to write out the story as a dialogue. Originally, this was difficult, as they were used to writing stories in the third person. This activity helped explain and reinforce the use of taking first and second personal pronouns and the assumption of the perspective of someone else - good for both reading involvement and the concept of "audience" in their writing.

The dialogue was written a little at a time over several weeks. The students named the characters and dictated the script (often with prompting of "what does he actually say?") and I wrote it on a chart tablet. At one point, I threw in an added conflict - the girlfriend could not speak English. The class then decided how that problem might affect the situation and possible solutions to such an occurance (Appendix 5).

The class then voted on how to present the final script - as a play to another class, a videotape, a "fotonovela" (where photographs are subtitled by script dialogue), a comic strip, or no presentation. They chose the fotonovela. People were chosen to act as characters, costumes were discussed and collected, and photographers were assigned. The students decided on the proper poses for each section and sub-section of the story and requested written permission to shoot outdoor scenes. They borrowed props from the nurse, put up sets in the cafeteria and dealt with any other details necessary to carry out the project.

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After the photographs were taken (Appendix 6), they were xeroxed into individual copies, mounted onto individual pockets with a pocket of vocabulary words.

Each student then made a rough draft of an individual book. When the rough draft was finished and checked by classmates and teachers, and each student was satisfied with his/her result, our Title VII advisor showed us how to make hardcover books using xerox paper, cardboard, cloth and wrapping paper.

During this time, we worked on other aspects of the theme since the project lacked the necessary reality, conflict and meaningfulness to make it a compete cross-curriculum unit in itself. Other ESL tie-ins included such activities as putting new vocabulary words on large cards and reviewing them, taking turns reading parts aloud, filling out a copy of their own future driver's license, learning about traffic signs and rules, telling about traffic accidents witnessed or experienced in Boston, singing a song and discussing its meaning and completing worksheets based on the dialogue. The students also worked in small groups re-telling the story in their own words (Appendix 7).

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IV. Cross-curriculum Strategies

The compilation of charts and graphs, discussion about government responsibility, taxes, cultural uses of street space, traffic rules, driving responsibility and legal consequences all seved as topics that promoted an interconnection among math, social studies, language development, and reading/writing in the native language and ESL. The unit also enabled and promoted the development of skills like sequencing, predicting outcomes, making comparisons with and without value judgements, fact versus opinion, recognition of the main cause of a problem and finding various solutions to the problem, and critical thinking.

V. Evaluation

Since this unit occured at the end of the year, we had little time to discuss feeling about the project and progress made. Some teacher observations were a willingness of students to now read aloud in class, to write rather than dictate fotonovelas, and an intensity of involvment in English language discussions.

This project also had its problems. In my ESL class, there was much chaos, and many false starts, re-evaluations and changing of directions. At times, I wanted to stop the project, but the students persistence and feelings of accomplishment kept the project going.

In hindsight, there are also other things I would have liked to include in the project to make it more meaningful, such as a visit to the Department of Motor Vehicles and a class on first aid. Next time my class chooses a similar project, I will reflect back on my experience with this project and improve upon it. After all, "without errors, there can be no learning."

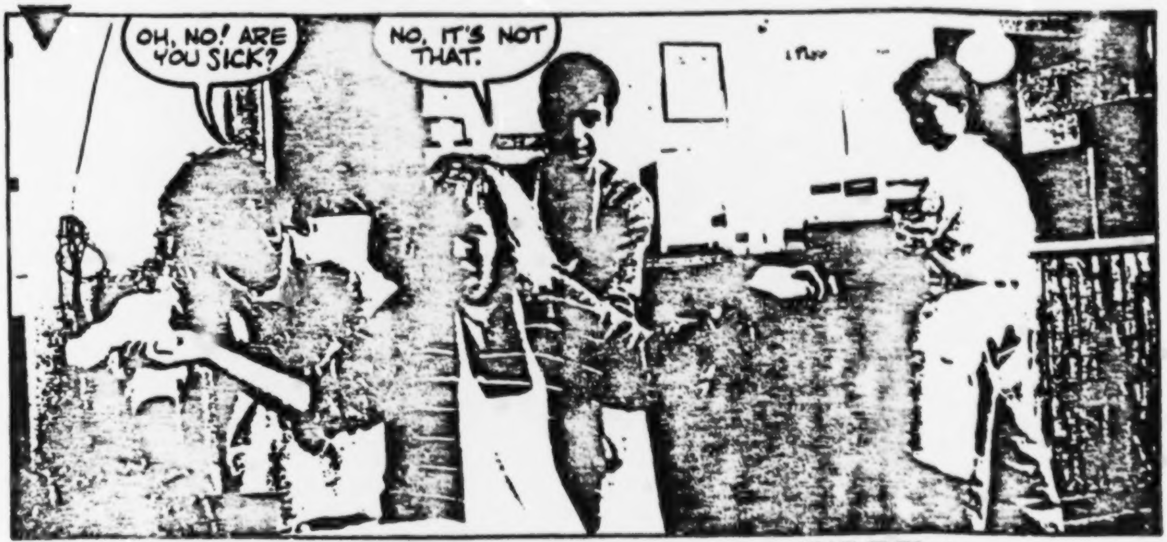
ESL Only

Many students entering our schools now, have had very little and/or interrupted formal schooling. These students are often illiterate and have few of the skills that are needed to learn in a regular ESL class. Since our students are illiterate in their own language, they cannot relate to the printed word. They do not see the possibility of print communicating what they want to say. They realize that print is a form of communication, often in the form of instructions from another person; but they need to be shown that what they think and feel can be conveyed via print. This is done by presenting a theme which the students can interpret personally and which can be expanded into related subthemes.

A theme approach allows the teacher to maintain control of the specific areas she feels the students should know about. The theme approach gives the students the freedom to express what they feel about a situation. Freedom does not mean that the teacher is not involved. The teacher chooses a theme that will offer opportunities for the students to express themselves. The teacher also chooses the subthemes that branch off from the main theme. By doing so, the teacher retains control of the vocabulary and the areas that he/she feel the students should be familiar with.

The nineteen students in my (Michael Mankin) ESL Literacy class were from Haiti, ranging in age from 14-21. Most had large gaps in their formal schooling. This example is from work that was done several months into the year , so the students were accustomed to the method. I was fortunate to have students for a double class period (90 minutes). Depending on the theme and the number of periods with the students, a theme may take 4-8 weeks or longer.

The theme is a vehicle for the students to express themselves. At the beginning, it is difficult for the students to understand that, unlike grammar exercises, there is no right answer. The objective is to express their feelings, impressions and thoughts that are stimulated by the picture that the teacher uses. I tell them that they are going to write a "story" about the picture. This is not a story about themselves in a similar situation (although that could be related activity for use later). They are the "reporters" of the story. I often use the idea of a "soap opera", which most of the students are familiar with. The story is divided into two parts or paragraphs written at different times. One paragraph describes the picture and the other discusses the problem and possible solutions. It is best to have the students concentrate on one part at a time, including discussion, vocabulary, first draft and final draft. Of course, the paragraph may consist of just a few words or sentences at the beginning of the year. It is important that they write down on paper what they are thinking. They are using print to express themselves. At the same time, they are learning the concept of paragraphing by working on one part at a time.


OH, NO! ARE YOU SICK?
NO, IT'S NOT THAT.

The photograph, shown above, is one of several used for the theme "Occupations and Jobs". I used this photograph to begin a discussion about teamwork and cooperation in the workplace. We had already worked on types of occupations, jobs in Haiti and in the U.S., traditional male and female jobs, what jobs the students want to have and the training necessary for those jobs, application forms, discussions of appearance and punctuality in the workplace, etc.

It is best to choose a picture that shows a conflict or a problem to be solved. This requires the students to go beyond just describing what they see. It presents an opportunity to relate the situation to their own experiences. This photo (from the American Pie series in Express) shows young people from various cultural groups and nationalities working in a pizza shop. The students were not told that it was a pizza shop, but they could see that it was a place that served food.

With this picture, I have set the scene. What the students write is up to them. The students are totally involved in the theme approach. It is student-centered,

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but teacher-guided. The students do not just begin talking. They need to be asked questions such as, "What are they doing?" and "Do you think she is happy?". Below is the step by step process of how I used the theme approach.

First, I give each student a photocopy of the picture, with lines below to copy the vocabulary from the brainstorming session. I tell them to put down their pencils, so they will focus on the oral description. As they describe the picture, I write vocabulary words on the blackboard or on newsprint that can be saved. Often their descriptions will be words or phrases such as "two boys","yellow hair", "she mad" or "he look". Writing the words on the board serves two purposes. One is a list of vocabulary words for the story. The other is that the students see that what they say is worth putting into print.

As they speak, I write the words on the board or newsprint. Next, I ask them questions about the people in the picture to elicit physical and emotional characteristics. I use two sheets of newsprint: one for inanimate objects and the other for people in the picture. This helps them learn the concept of categorizing and the meanings of the vocabulary words. The students then practice pronouncing the words and discuss their meanings. This part of the lesson takes 20-25 minutes.

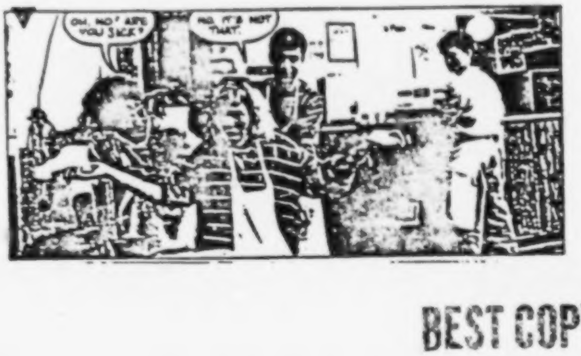
Until this point, the students have not written anything. Now, they copy the vocabulary either on the sheet with the picture or on a separate sheet of paper. We then talk about writing the story. I remind them that this is their own story; the teacher does not have the "right answer". They then begin writing the first paragraph describing the scene and the people, using the words that they generated and copied onto their paper. Even though the students want to take the paragraph home to finish, I discourage that because they will get another person to help them write it. The theme approach is most beneficial when the work is done entirely by the student. For homework, I give them grammar exercises that I have developped using the ideas and vocabulary from the theme. I have found that they enjoy doing this type of homework because they see it as "real learning". In reality, the most learning occurs while they are engaged in thinking, discussing and writing about the theme.

The next day, I often begin class with a fill-in exercise using the vocabulary words. One type is listing the words with letters missing. This takes about five minutes. I review the words quickly, asking the students to spell them aloud. Then, I ask for volunteers to read their paragraphs. In small groups or pairs, everyone will have a chance to read. It is very important for them to read their own work to someone because it shows them that printed words, especially their words, are communication.

We now begin brainstorming the conflict part of the story. This is the same procedure as for the description. Discussing the problem takes more time than describing the picture. I ask them if they have been in a similar situation, how they felt and what they did about it. As we discuss the problem, I write the vocabulary on newsprint. Then, they copy the words for use in the second paragraph. Now, they begin writing the second paragraph. I explain to the students that they should use the new vocabulary, as well as other words.

The next day they read their paragraphs aloud. I tell them this has been their first draft. I give them another sheet of paper to copy both paragraphs. This can be done in class or at home. I collect all the papers and check their work. I return them the next day with another photocopy of the picture with ten lines below. Now, they will write a final copy of their story below the picture. This can then be displayed in the classroom. This whole process can take from two days to one week, depending on the level of the students and the complexity of the situation.

Directions Look at the picture. Write a story about it.


OH, NO! ARE YOU SICK?
NO, IT'S NOT THAT.

the ale two childian im the Kool
im the kitchen themem is A Kool.
For Kool thes ale thers girls
No it's Not that the women
is A gire is Kook togerder.
I am. happy For her John is
My Friend I happy today
Secalla the

Directions Look at the picture. Write a story about it

OH, NO! ARE YOU SICK?
NO, IT'S NOT THAT.

I See the Caok Loot this gh talking I don't k
What is going to you make she tiad
my story I see Aiviyon Loot at HiaRt dou't
I think See thin Woge, I think on boop talishe
I Lik You. I dias think about. this.
maby she tiad I don't know What's haveng.
the are Looking I think This S a School
I think this is Colege

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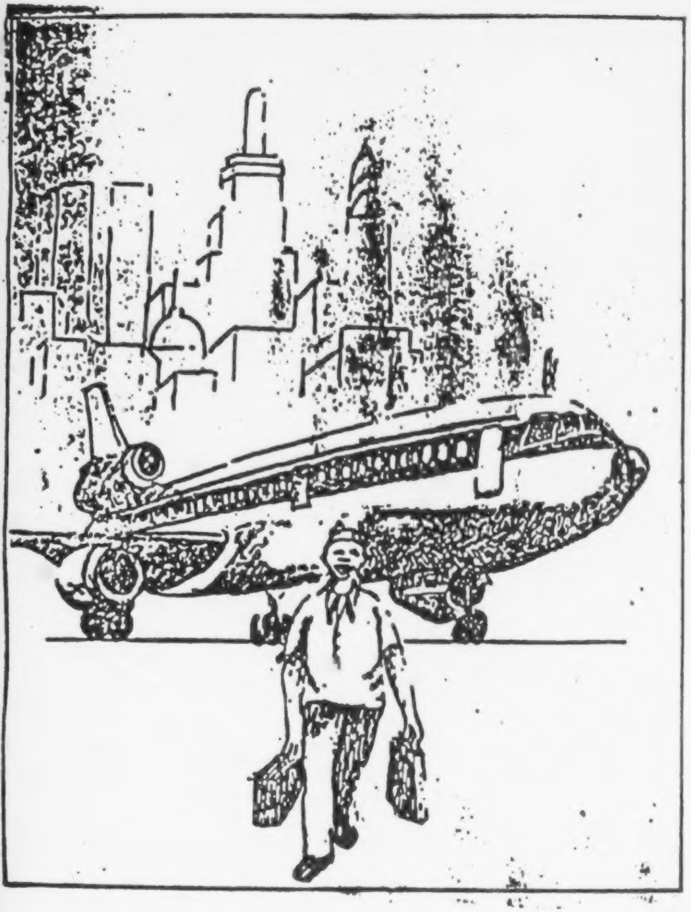
I have found that my students' interest in reading and writing has increased since we began using this approach. They find it interesting because it uses situations that are familiar to them. They can write their impressions and feelings about meaningful topics which help them to develop confidence in themselves as students. This is very important because success in school is, for most, a measure of their worth. Often low-literate students have had little or no success in school. Perhaps the most significant result of the theme approach is that students make the connection between print and communication. Before, print was communication to them, a one-way street. Now, writing is a way for them to communicate their feelings and opinions to someone else.



Solanj Ak T Frè-l Yo
Ap Vi-n Nouyòk

Solanj ak 2 ti frè-l yo kontan anpil paské yo gin pou y-al jouinn manman yo ak papa yo Nouyòk. Yo gin pou yo pati dimanch. Dépi kèk jou, sé monté désann, viré tounin nan kay la.

Nan samdi soua, timoun yo pa fouti dòmi tèlman yo anvi ouè jou a rivé. Dimanch matin tout moun nan kay la lévé byin bonnè. Matant timoun yo tap fi-n ranjé malèt yo.

A 9 è, tout moun te gin tan fi-n pare pou y-al nan aeropo. Avion an tap pati a 10 è. Rivé yo rivé sé anbaké.

Pandan tout 4 è d-tan yo pasé anlè a, sé you sèl bagay ki n tèt yo; ki lè pou yo rivé Nouyòk?

Le avion an fi-n ateri, yo fe tout moun pase nan imigrasion epi yo tcheke malet yo.

Pandan yo fè sa y-ap soti déyò a, Solanj tandé you moun ki rélé-l. Lè-l vire, li ouè sé manman-l. Timoun yo kouri al b manman yo ak papa yo. Sé pa ti kontan yo kontan. Sègo volé nan kou papa-l. Yo tout ap palé ansanm si tèlman yo gin bag pou yo di.

Yo mété tou malèt yo nan machi-n nan épi yo dérapé. Sou tout rout la, timoun yo ap gadé toupatou.

Démin matin bonnè, ni manman ni papa pati al travay. Timoun yo gin tan ouè lavi Nouyòk ak lavi Ayiti pa minm vré.

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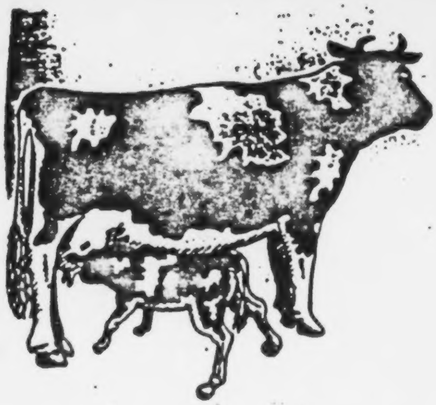

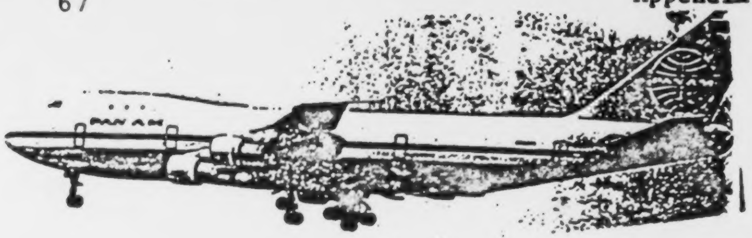

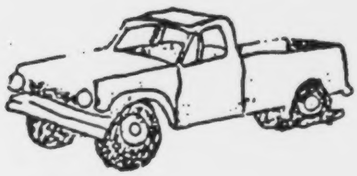

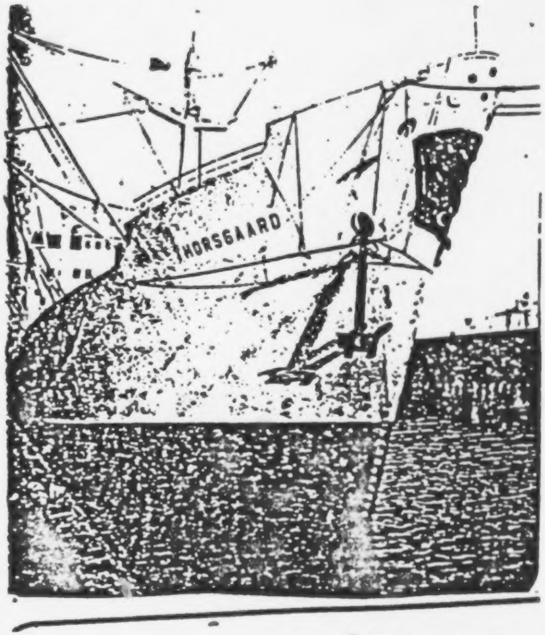

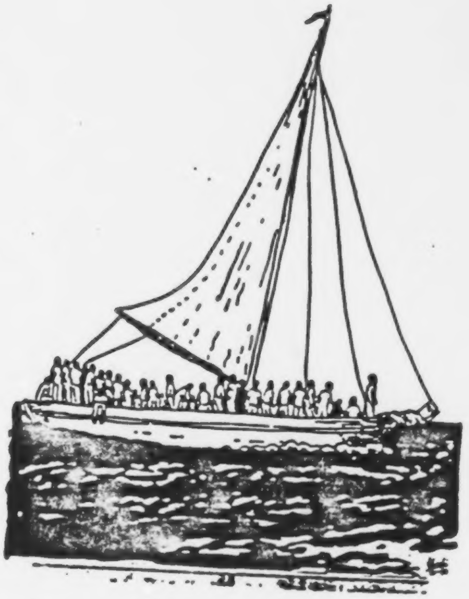

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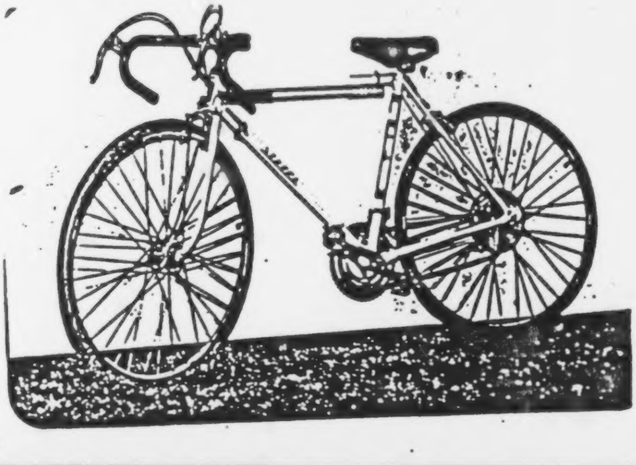
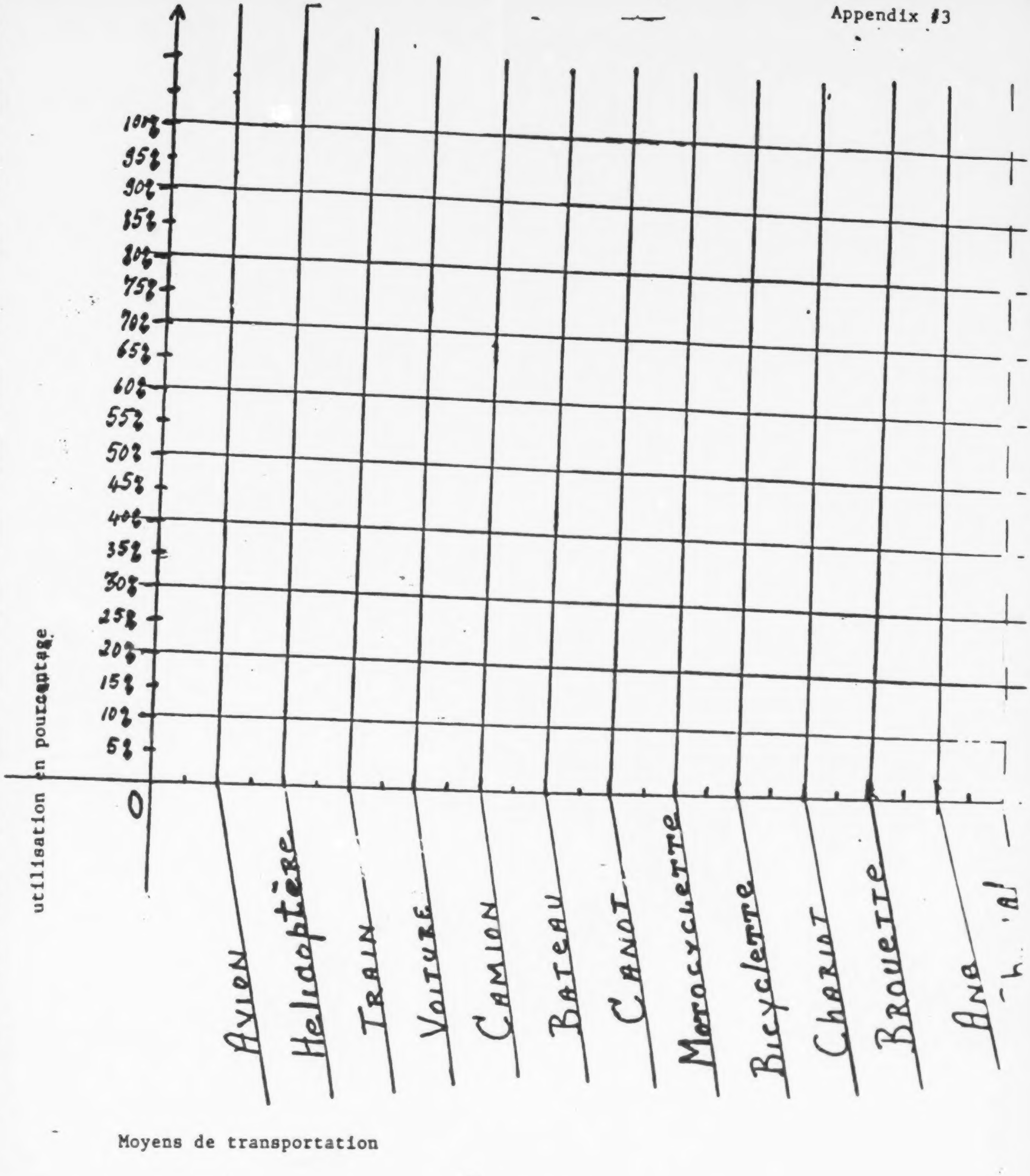
15793
STOP
STOP



Social Studies 02/10/89 L. Hogu

Men lis mwayen transpò yo sevi isit O zetazini. Rekopye lis mwayen transpò an Ayiti yo epi ou a mete sa ki sanble yo fas pou fas, lòt yo va rete pa kont yo.

USA	Ayiti
Automobile	Machin
Bike (bicycles)	bisiklèt- bekàn
Bus	Bis
street Car	
Horse	chwal
Taxi	Taxi
Train	
Subway	
Trolley	
Moto	Motosiklèt
Airplane	Avyon
School Bus	
~~by~~ foot	sou de pye
	Bif
	Bourèt
	Milèt
	Batiman
	Taptap
	Kabwèt
	Bwafouye
	Bourik
	Kannòt
	Rado.
	Do mour


utilisation en pourcentage
100%
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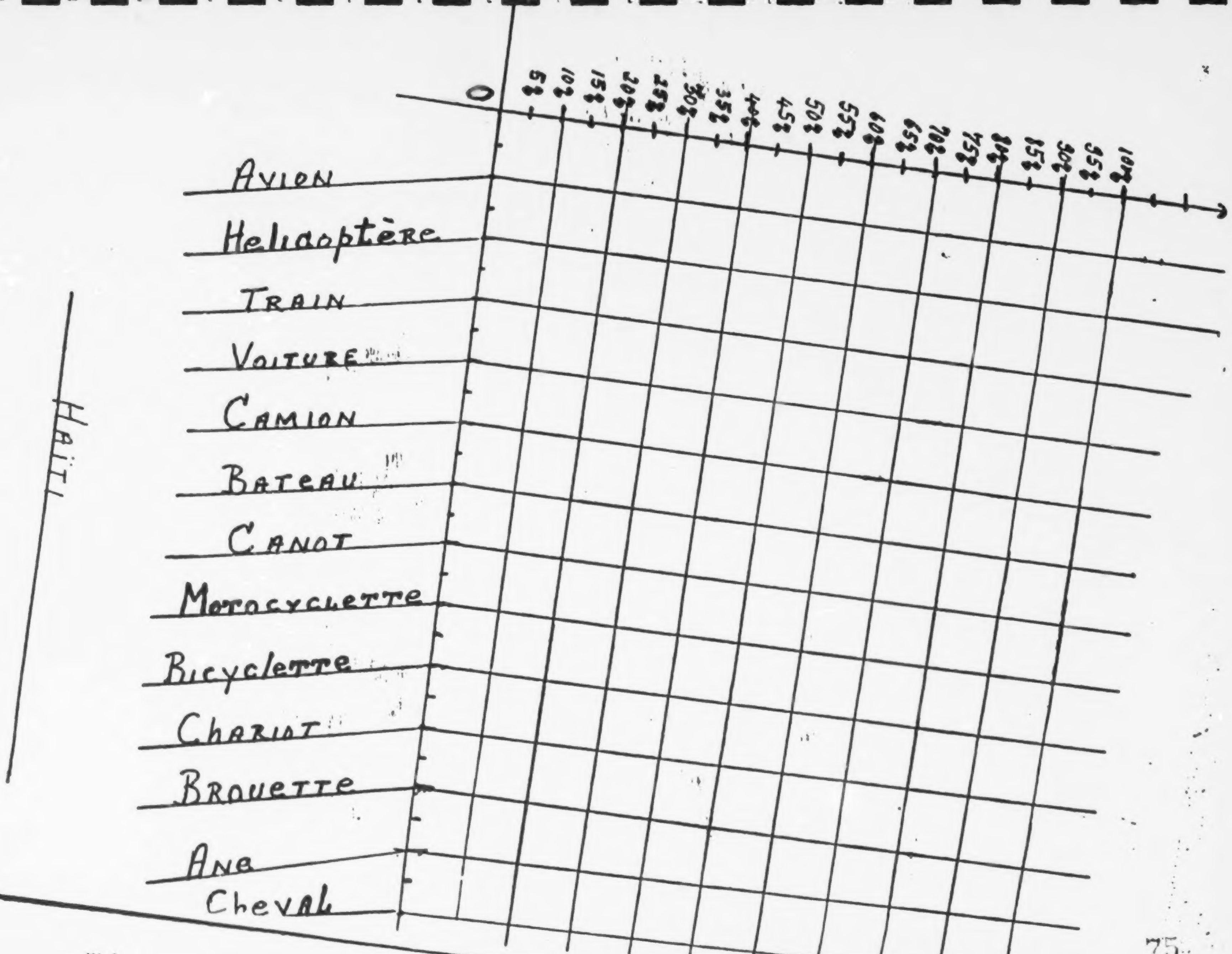
10%
5%
0
Avion
Helicoptère
Train
Voiture
Camion
Bateau
Canot
Motocyclette
Bicyclette
Chariot
Brouette
Ane
Moyens de transportation

BOSTON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Avion
Helicoptère
TRAIN
VOITURE
CAMION
BATEAU
CANOT
MOTOCYCLETTE
BICYCLETTE
CHARIOT
BROUETTE
ANE
Cheval

UTILISATION EN POURCENTAGE →

MOYENS DE TRANSPORTATION ↓

HAITI / BOSTON

0	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%
AVION																				
Helicoptère																				
TRAIN																				
VOITURE																				
CAMION																				
BATEAU																				
CANOT																				
MOTOCYCLETTE																				
Bicyclette																				
CHARIOT																				
BROUETTE																				
ANE																				
heval																				

SOCIAL STUDIES
WORKSHEET

L. HOS
THURSDAY, MARCH 02, 1987

TRANSPORTATION.

DRIVER'S LICENSE (KONDISYON POU MOUN CHOFÈ)

1) Laj: 16 an
18 an

2) Konesans lwa traFik-sikilasyon. (DRIVER'S LICENSE MANUA
Ki enfomasyon ou jwe
nan liv sa a.

a) Konsèy sou machin. (How to)

b) Eksplikasyon lari a avek siyal yo (signals/signs, rules)

c) Tout règleman ou dwe obsève oswon ou pa dwe fè.

3) konnen kondwui machin byen.

2) Koman, dapre ou mèm, yon moun konn kondwui machin.

4) Kilès ki fè lari? (Who builds)

5) Ki lès ki peye fe lari? (Who pays)

6) Ki moun ki gen dwa sou lari? (Who has right of way)

7) Ki moun ki pou okipe lari? protege lari? (Who cleans/protects)

8) Di tout sa yon moun ka fè oswon pa ka fè nan lari.
(What can you do in the street)

A. B. DICK 26-301L

HH

Photo

The Commonwealth of Massachusetts

DRIVER'S LICENSE

ORGAN DONOR

NUMBER

EXPIRES

DATE OF BIRTH

HEIGHT

CLASS

3

RESTRICTIONS

signature below

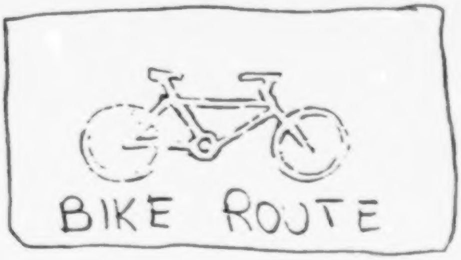
1. ______________________
2. ______________________
3. ______________________
4. ______________________

1. last name
2.) first name
3. street
4. city and state

E ON THIS SIDE

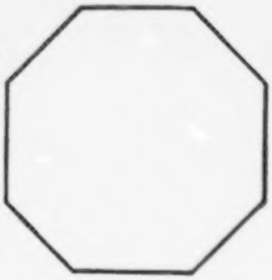
Draw 5 signs in your neighborhood or on the streets.

EXAMPLE:



Signs in the United States

1.



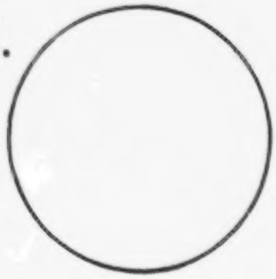
2.

3.

International Signs

4.

5.



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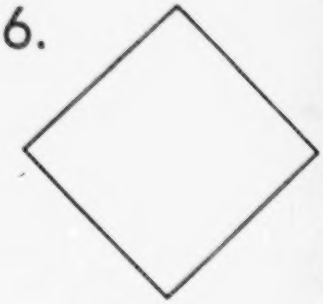


Signs in My Native Country

7.

8.

9.

Appendix 5

Student dictated - Teacher Written

The Accident

Part 1

Truck Driver: Let me see your license!

Boyfriend: Let me see your registration! Why you crash my car?

Truck Driver: What happened to you? You make the accident.

Boyfriend: I can't see you on the curve.

Truck Driver: I don't brake. That's why I make the accident.

Boyfriend: Call the ambulance.

Truck Driver: Call the police.

Part 2

Policeman: What happened?

Truck Driver: We make the accident.

Policeman: Let me see your license. Who is driving the car?

Girlfriend: My boyfriend is driing the car.

EMT 1: Is anybody hurt?

Girlfriend: My boyfriend is hurt. He is bleeding.

EMT 2: Let me take him to the hospital.

Part 3 (At the hospital)

Doctor: What happened to you? Let me check you.

Boyfriend: I broke my arm and my teeth. My head is bleeding.

Doctor: Take him to X-ray.

Secretary: What's his name? What is address?

Girlfriend: I don't understand.

Secretary: What language do you speak?

Girlfriend: Creole and Spanish.

The Accident

Part 4

Secretary: Does anybody speak Spanish or Creole?

Bus Driver: I speak Spanish. Can I help you?

Secretary: She doesn't speak English. You gonna explain for her. What is his name?

Bus Driver: ¿Cómo se llama él?

Girlfriend: Se llama Jacques Pierre.

Secretary: What is his address?

Bus Driver: ¿Cuál es su dirección?

Girlfriend: 893 Astoria Street, Roslindale.

Part 5(The boyfriend has a cast on his left arm.)

Friend: What happened to you?

Boyfriend: I make the accident. Something breaking my arm.

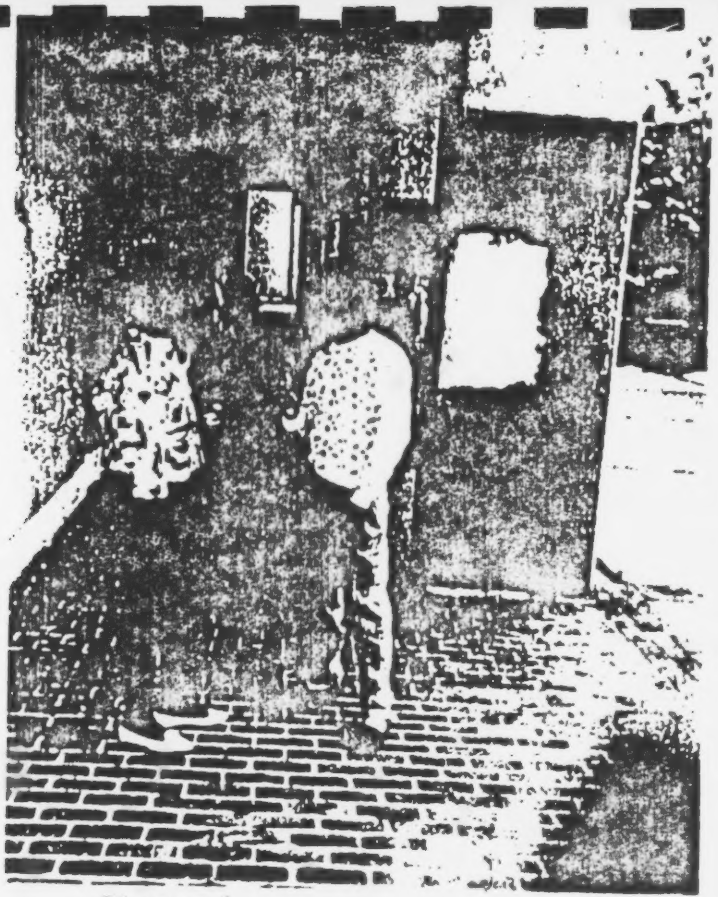
Doctor: Come back two months to take off the cast.

Girlfriend: Oh, poor baby ! You all right, baby?

Boyfriend: Tell me how you feel?

Girlfriend: I'm fine. Let's go home.

The End



Picture 1

Picture 2

Picture 3

Appendix 6

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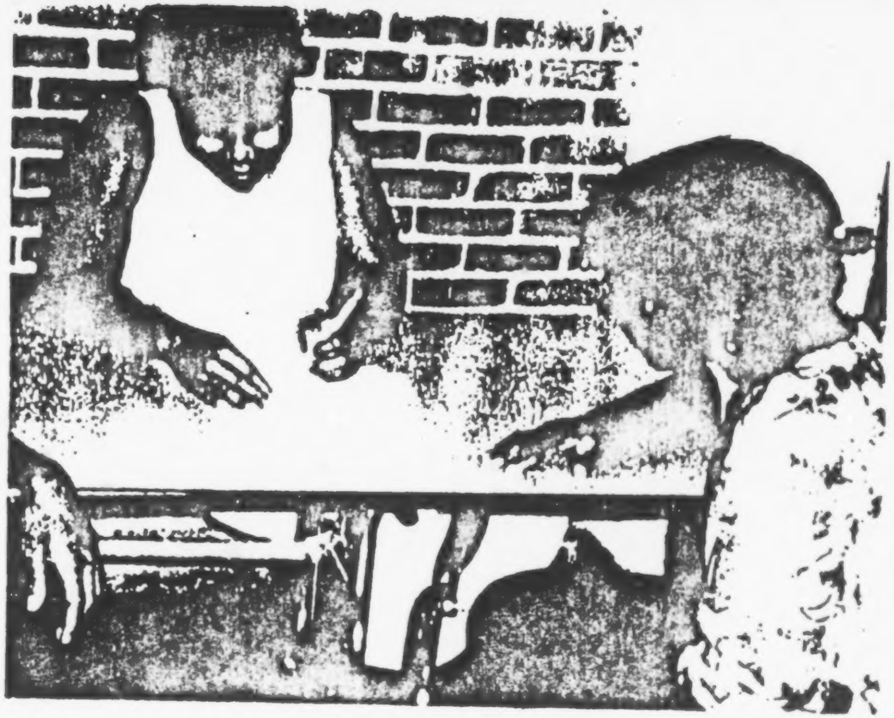
Picture 4



Picture 5

Picture 6

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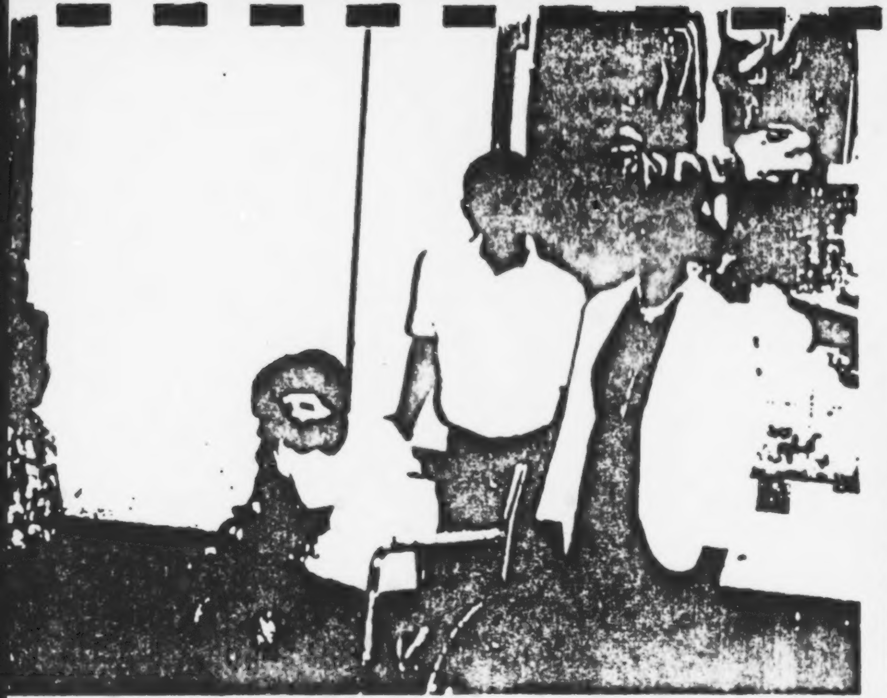
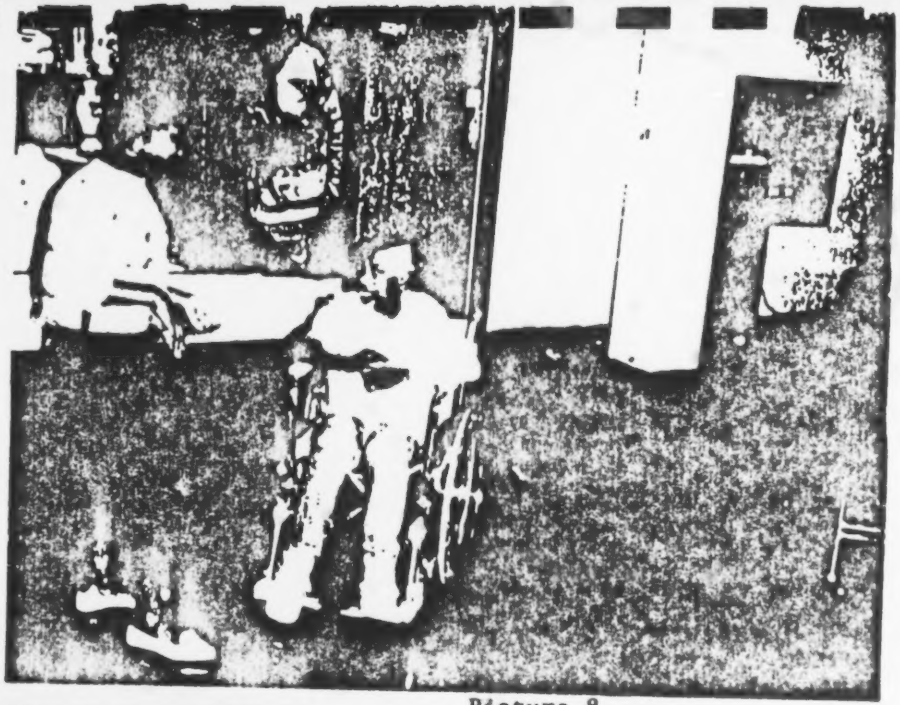


Picture 7



Picture 8

Picture 9

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Appendix 7

THE ACCIDENT

Circle five of the following vocabulary words.

curve
kiss
car
night
garbage
light
drunk

crash
can't see
A.M.
midnight
truck driver
worked too much
ambulance

accident
truck
P.M.
mountain
tired
sleeping
ice cream

Write a sentence with each of the words that you circled.

1.

2.

3.

4.

5.

Harry [redacted]

THE ACCIDENT

curve
kiss
[✓ car]
night
garbage
light
[✓ ambulence]

[✓ crash]
can't see
A.M.
midnight
truck driver
worked too much
ice cream

accident
truck
P.M.
mountain
[✓ tired]
drunk
[✓ sleeping]

Write 5 sentences about the accident.

1. 1 When you drunk make you die.
2.
3. 2 Whe you worked too much mat you tired too.
4.
5. 3 You want ambulince for accident.

4 accident make your car cur
5 I like good car.

3-89

Put theses sentences in order like in The Accident

_____________ The truck driver is sleeping.

_____________ The truck and the car crash.

_____________ The boy kiss the girl.

_____________ The ambulance goes to the hospital.

_____________ He can not see.

_____________ The truck driver worked too hard.

_____________ It is 12:00 A.M.

_____________ The ambulance goes to the accident.

THE ACCIDENT

Give the names of all the characters in the movie.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Answer these questions.

1. What is the boyfriend's problem?
2. What is the truck driver's problem?
3. What is the girlfriend's problem?
4. What is the secretary's problem?
5. What is the bus driver's problem?

Jn Baptiste
Wilmine

NATHANAELLE MARTIL
Jean [illegible] Jean

11 11 89

B

The druck driver sleck and the Card
the Doctor seed is con him be died
Let me See What Happing to him
why You craaih my car
hes bLeeding
The truck driver is conning to the mountains
the girl Friend said My boy friend is bleeding and the card
My bay Friend hes need blood in the HOSPITAL
the ambulance comming Doctar said let me se ya bleeding
Ho My god hep My boy Friend
the Some barly call and the street call the -
Policeman

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C

Story 11-11-89

the car make the accident But the truck drivre wonder. the Boy friend it Keep down. he say the truck drivre. let me see your license. Ahe Aruck drivre you say let me see your Registration why you crash My car you make the accident. The truck driver is sleeping. because he. tired. he working a very midnight. in

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A CASE STUDY OF LOW LITERATE HISPANIC STUDENTS

by Maria Gheridian

Introduction

There are more and more Hispanic students arriving to the Boston Public Schools. An increasing number of these young people come from rural and/or troubled areas of Latin America where formal schooling does not consistently occur. Many lack basic academic skills in their native language and little or no academic preparation to cope with the requirements of a secondary school.

The knowledge of English among these students is also usually very low. They have to start learning the new language from the very first sound. As a result, these "illiterate" students find themselves in a social and academic experience which creates in them a strange feeling of hesitation. At the beginning, they try to hide their level of academic knowledge out of shame and insecurity. But, a teacher working with these low academically skilled students can create an atmosphere in the classroom that gradually develops the students' self-confidence for personal development and their motivation for academic advancement. This paper is about my experience.

My Approach to Literacy Instruction

September arrived and with it, the new school year. At the high school, a new literacy class has been created in the Spanish bilingual program. I was assigned to teach that class. This was the first time in my career that I had to teach high school age Hispanic students with low or no academic skills. Previously, I had not had such a challenging experience!

There were ten students in the group, two girls and eight boys. Their ages ranged from 15 to 20 years old. Their faces showed expressions of insecurity, uncertainty, fear and curiosity. This was the first time that these young people from Central America and the Dominican Republic had attended a secondary school in the United States. Their academic levels in basic skills were roughly as follows:

1. Math - 0 grade level
2. Writing - 0 to 2 grade level
3. Reading - 0 to 2 grade level
4. Comprehension - 0 grade level.

I had to teach all the basic subjects: Math, Social Studies, Science and Spanish Language I. Another teacher was in charge of teaching them Basic ESL.

I realized that this year I had to take a different approach to teaching because the needs of my students were different from students I had previously had. I needed to use different materials and different techniques, and above all, I needed to change the feelings of insecurity and fear in these young people. My goals were the following:

1. To help my students build self-confidence;
2. To show them how to organize their time as students while working after school;
3. To give them enough knowledge in one academic year so they could participate in the regular biligual program the following year.

This was not an easy task if we take into consideration all the facts.

1. I had never taught Math, Science or Social Studies before.
2. There was no curriculum appropriate for teaching literacy.
3. There were no available materials appropriate for high school literacy classes.

I was not sure if I could accomplish my goals, but I had to try. With the help of my colleagues, I was able to gather some appropriate materials for each class.

Literacy students are not special education students. They are bright young students who, for various reasons, did not have the opportunity to develop academically. Recognizing this fact, I committed myself to giving these students the best quality of education using the best materials to make my classes interesting and meaningful.

The first thing I did was to assess the level of academic knowledge of my students. For Math, I prepared a simple test with addition, subtraction, multiplication and division. I found that the students could only perform single number addition problems.

At the beginning, I had to work individually with each student. After most of the students were able to perform the given math problems, I gave them a test to show their competency in that area. Math problems became more difficult with the introduction of multiplication and division problems.

One successful technique I used during math class was group work. A new problem was presented on the board and the entire class participated in solving it. Then, each student had to solve his/her own math problems I took it upon myself to help the ones who had real difficulty in understanding each newly introduced aspect of math. Although it took a lot of patience and repetition, by April, my students were able to perform not only written problems using the four basic math functions, but they also learned to solve decimal and percent problems.

To measure the students level of oral reading and reading comprehension, I chose a short story in Spanish with an interesting meaning.

The students' reading skills were very poor: unclear pronunciation of words, separation of words and pauses at the end of each sentence. Their reading needed a lot of polishing; therefore, in every language, science and social studies class, they read aloud. This helped to improve the students' reading skills and to increase their vocabulary. To test their competency, I prepared vocabulary tests, having the students write sentences using the new vocabulary in their own sentences.

Regarding reading comprehension skills, it took about six weeks until my students were able to explain what they had read. Although I encouraged my students to use their own words to explain, they would remain silent expecting to hear the explanation from me. Slowly, they arrived at a point where they could answer reading comprehension questions appropriately.

I found a correlation between poor oral reading and reading comprehension. I believe it is not possible to understand what is read aloud poorly.

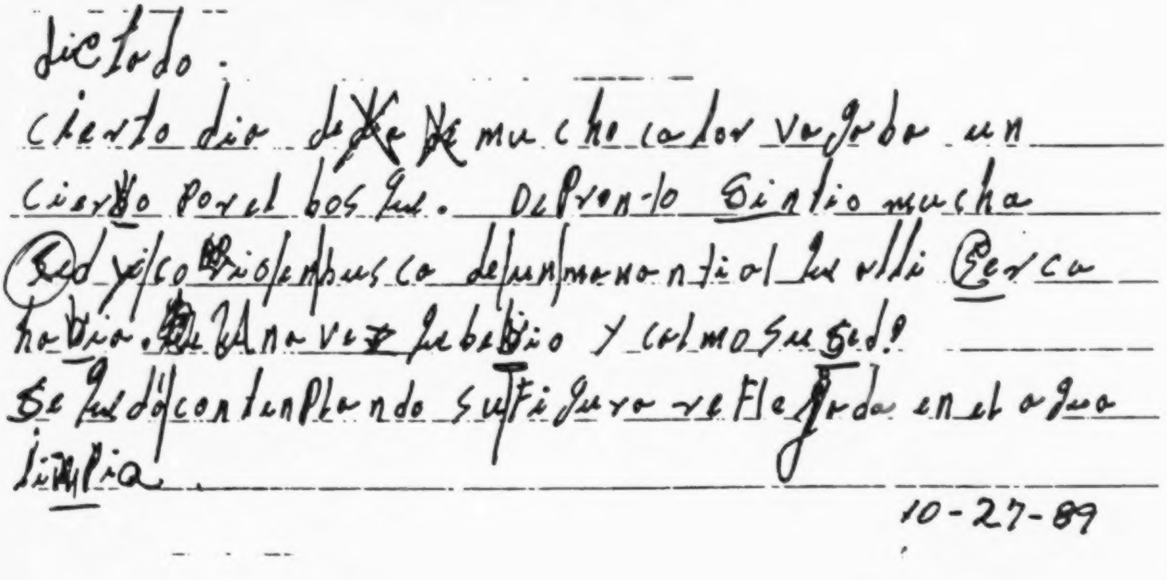
Another technique I used to improve their reading comprehension was by listening to another student. One student read a classmate's writing and explained it. I repeated this technique using tape-recorded readings for science and social studies classes. After listening to the tape, the students wrote a summary on the recorded reading and answered comprehension questions.

At this point, I introduced my students to library research. They had to use their own materials and library books. To evaluate their ability for research and comprehension, each student developed both a science and social studies project by selecting his/her own topic. The students had to work alone as much as possible. To my surprise, most of my students produced excellent projects which I proudly showed to other in the school.

By April, my students could discuss in class any text or picture presented to them. They are now able to express their opinions aloud in a clear, organized manner.

To measure the students' writing ability, I chose a short paragraph which I wrote on the blackboard. I asked the students to copy it on a piece of lined paper. After everyone had finished, I passed out a second piece of lined paper. This time, I dictated the paragraph they had just copied. The purpose of this activity was to compare the students' ability to rewrite a just copied text as a dictation. Some students copied the paragraph more accurately than they wrote the dictation. Others made spelling and punctuation mistakes even when they copied the text. Only one student could neither copy the paragraph nor write it from the dictation; his handwriting, in both instances, was illegible.

First, I explained to the students the value of a correctly written word and the correct usage of punctuation rules in writing. Then, I had them practice copying texts and writing dictations for several weeks during language class. This considerably helped the students improve their writing ability.



dictado.
ciento dia de [illegible] mucho calor vagaba un
cierbo porel bosque. Deprento Sintio mucha
sed y fcorrio en busca de un manantial que alli cerca
habia. Una vez que bebio y calmo su sed.
Se quedo contenplando su figura reflejada en el agua
linpia.

10-27-89

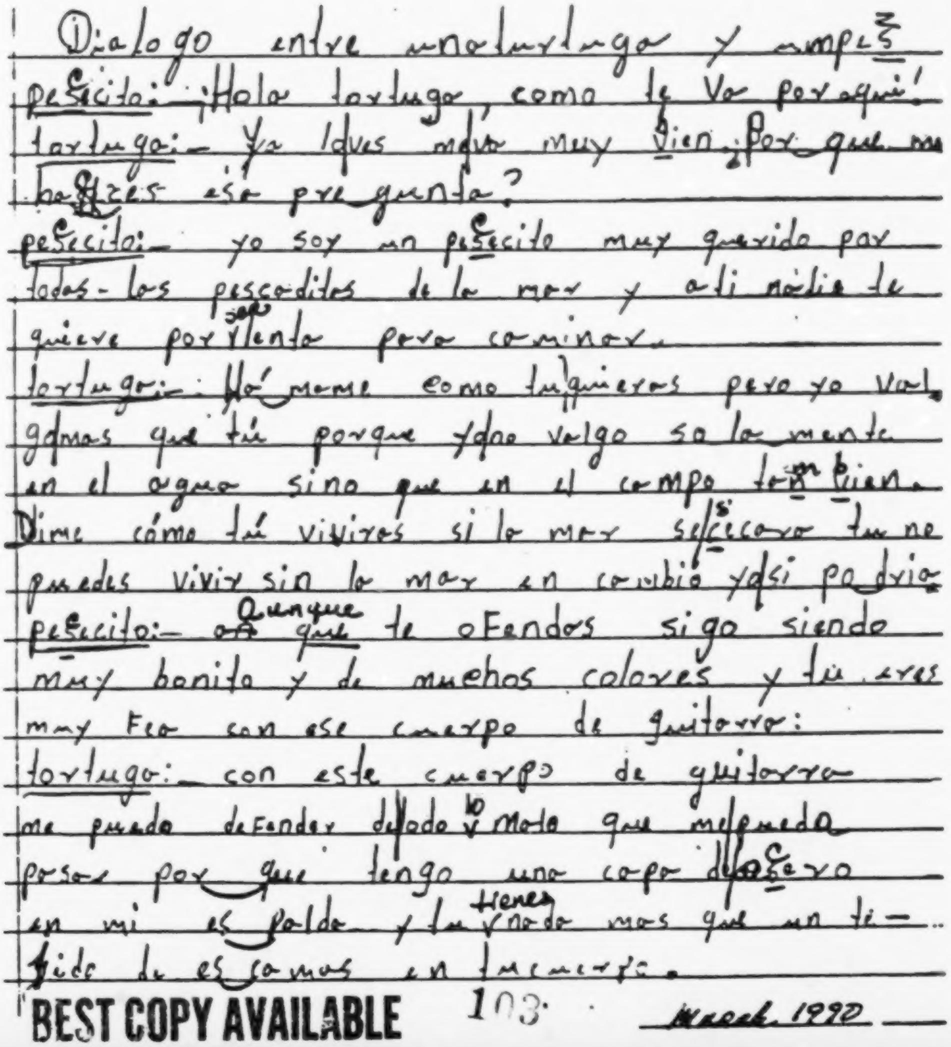
The translation of the above text is as follows:

> There was a deer who was wandering through a forest on a very warm day. Suddenly, he felt thirsty and ran to drink water from a nearby spring. After he had quenched his thirst, he stayed there contemplating his reflection in the water.

One can see that this particular student has not acquired the conventions of standard writing. This dictation shows spelling mistakes, lack of capital letters, and, most importantly, an inability to separate words properly. To help this student improve his writing technique, I gave him extra work to do, checked his writing assignments and showed him the mistakes to correct.

I realize that there are some theories about making students' mistakes noticeable by using a red pen to correct written work. I have found it helpful in improving my students' writing skills. I use a red pen to help the students' visual memory so they can avoid making the same mistakes in the future.

In April, I asked the students to write a dialogue in class. I wanted the dialogue to be imaginative,so I asked the students to use animals as characters for the dialogue. The rest was pure imagination. This is a dialogue by the same student discussed earlier.



Dialogo entre unatortuga y unpez
pescito:- ¡Hola tortuga, como te Va poraqui!
tortuga:- Ya lo ves mejor muy bien ¿Por que me
haces esa pregunta?
pescito:- yo soy un pescito muy querido por
todos- los pescaditos de la mar y ati nadie te
quiere por ser lenta para caminar.
tortuga:- llámame como tu quieras pero yo val-
go mas que tú porque yo no valgo solamente
en el agua sino que en el campo tambien.
Dime cómo tú viviras si la mar se secara tu no
puedes vivir sin la mar en cambio yo si podria.
pescito:- aunque te ofendas sigo siendo
muy bonito y de muchos colores y tu eres
muy Feo con ese cuerpo de guitarra:
tortuga:- con este cuerpo de guitarra
me puedo defender de todo lo malo que me pueda
pasar por que tengo una capa de cascara
en mi espalda y tu tienes nada mas que un te-
jido de escamas en tu cuerpo.

March 1990

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The summary of this dialogue between a fish and a turtle is as follows:

> **The turtle meets the fish in the sea. The turtle tells the fish how lucky he is to be able to live in the sea and on the land. The fish, on the other hand, tells the turtle that even though he can't live on land, he is happy. He's happy because he is beautiful and kind, and everybody loves him. The turtle is slow, fat and ugly.**

The following short story written by the students uses the given words: horse, horseman, to save, time, to fall off, and grandfather.

contar un cuento es Crito
usando los siguientes palabras:
Subraya las palabras que hay usando en el
Cuento Caballo Jinete ahorrar hora Caerse
abuelo
amigo

At

El Jinete llegó ahora al campo con su caballo
Cuando montó su caballo no se Fijó en la silla
que estaba Floja y vino a caerse al pasar por dó
el abuelo también se cayó antes. ahora los abuelos
no quieren montar en el caballo para ir a la Finc
pre fieren ir en CARRO para aho rrar tiempo. El
abuelo habla con el Jinete y le dice, - préstame l
caballo porque me quiero ir de vacaciones y no puedo
ir en carro porque me gusta pasarlo en la Finca
montado en tu caballo tan educado y en tendido
tanto como una persona.

Although the above story is in Spanish, I have included it because it shows the dramatic improvement of a student who was almost unable to write. I would also like to emphasize the organizational skills that this student shows in his work. This story has a beginning, a middle and an end. The translation of this story is:

> The horseman arrived at his grandfather's farm. On his way there, he fell off his horse at the spot where his grandfather had fallen off before. Now the grandfather saves time by driving his car to the farm. "It is faster and safer," his grandfather says.

At the end of the school year, when I had to recommend my students to be integrated in the regular bilingual classes, I felt happy and proud. I was proud because my students were receptive of every effort I made to teach them. It wasn't easy; it took a lot of patience, understanding and love. I gave them the best I could, but my students gave me a lot of personal and academic satisfaction. I have learned as much from my students as they have learned from me.

Although at the beginning of the year, I had some doubts about accomplishing my goals, I feel that my students and I did realize them. Of course, there is room for improvement, but it depends on the availabilty of materials and on general support.

A PROPOSED CURRICULUM PREPARED FOR STUDENTS OF A LITERACY CLASS

by Phuc Huu Nguyen and Ruth Weinstein

Introduction

This sketched plan can be used as a proposal or a guide to prepare a more detailed curriculum for older students (17-21 years old) who are functionally illiterate in their native language as well as in English. Because of the unique situation of these students, they cannot be classified as special education nor can their needs be met in the mainstream. Their age, limited formal schooling and low academic level can also prohibit active participation within a traditional bilingual classroom. Asteachers have worked who have worked with Vietnamese and Amerasian students who fit this profile, we feel that what is needed is a program that prepares these students for when they leave school.

General Objectives

There are four general objectives for these students. They first need to develop confidence in themselves. When they begin to accomplish this goal, they let down their barriers to let themselves learn. Second, they need to improve their literacy skills so they can fill out a job application or a medical form. Developing their problem-solving skills is also important. They can then deal with difficult situations in a logical way. The last objective is learning survival skills, such as using public transportation and requesting information. Because these students are often the liasons between their families and the American way of life, it is particularly essential that these survival skills include the acquisition of English and the development of an understanding of U.S. society.

Curriculum

On the following page is a suggested curriculum for this population. It contains the topics in each subject area, that we consider most important for these students to learn.

We evaluate the success or failure of our curriculum by measuring the students' motivation in school, the improvement in test scores throughout the school year and the percentage of students who succeed after they leave the literacy program.

LITERACY CURRICULUM

Math

Decimals
Fractions
Measurements
Money
Percent
Shapes
Whole numbers
Word problems

Native Language and ESL

Application Forms
Banking
Clothing
Consumer Education
Medical Interview
Neighborhood/Community
Reading Comprehension
Resumes
Self-identification

Science

Animals
Body parts
Calendar
Colors
Plants
Seasons
Solar system
Time
Weather

Health

AIDS
Alcohol
Drugs
Mental Health
Nutrition
Preventative medicine
Sexually-transmitted diseases
Smoking
Teen pregnancy

Social Studies

American history
American holidays
Civics
Current events
Geography

Vocational

Career awareness
Work/Study

Counseling

Interpersonal relations
School Orientation (rules, resources and behavior)
Self-esteem
Social adjustment to U.S.

Enrichment

Art
Computer
Gym
Home Economics
Keyboarding
Woodshop

ON THE WAY TO AN ALTERNATIVE EDUCATION PROGRAM FOR "AT RISK" BILINGUAL HIGH SCHOOL STUDENTS

A Teacher's Testimony

by Rosario Gomez-Sanford

Introduction

It was a sunny September day when I dialed the school telephone number. There was an opening in a Boston area high school transitional bilingual program and I was inquiring about it. At the time, I was involved in adult literacy work ; the position called precisely for teaching literacy to students with limited reading and writing abilities. This position was formally posted as Advanced Basic Skills Bilingual Spanish-English Teacher.

One of the main reasons for going to this school was that I had seen a video, "Quinceaneros", developed and produced by many of the "At Risk" students slated to be in the Advanced Basic Skills classes. While I was favorably impressed with their work, I was troubled by the conditions of schooling they depicted and, by the perception, expressed by one of the student actors, of bilingual education as a gift or favor as opposed to a legal right that language minority communities fought for. Through the video, the students clearly articulated their thoughts and feelings regarding the tensions they confront in school as well as in the community and the family. For them, the major problem was clearly with schooling. The making of the video offered an alternative approach to the education of this group of students. It has also enabled both outsiders to the school and the students themselves to respect and trust the students' voices.

My trip to the school was first based on the desire to follow the footsteps of the video by building upon its creative methodology. Alternative approaches, such as this can enable students to actively participate in and shape their education, and gain the self-respect to undertake change in their lives. A traditional curriculum seldom allows students to gain self-respect or a voice in their education. Traditional curricula emphasizes what they don't know. Thus, the only hope for these students and their schools is to be engaged in an alternative approach to education, where they participate with a voice in the process of their education.

Getting to Work

My first direct contact with the administration in the school was not very encouraging. The principal refused to interview me on the basis of my gender. My students were to be mostly males. Therefore, they felt a male teacher would be more successful. But, I was the only applicant. They had to hire me or risk losing the money for the position.

I was hired for the Advanced Basic Skill (ABS) position at the school in late September, 1989. I started my new job four days later. The director of the TBE Program introduced me to the Guidance Counselor. She was to become the link between the school administration, the students and me. Our first step was to see who qualified for the Advanced Basic Skills classes.

Identifying the Population

The central TBE office determined low literacy skills for new incoming students through a test. As for already enrolled students, they were referred to my classes by teachers in the Bilingual program. The Guidance Counselor interviewed these student referrals and announced to them that they were to have a new course schedule. However, some students did not agree with the teachers' or counselor's assessment of their needs or with this new mandated placement.

This identification process proved to be extremely problematic for three reasons. The first problem was the broad literacy definition. Some students were targeted through a placement test, while others were targeted because of low academic achievement, the result in some cases of limited formal education and in other cases of "miseducation". By "miseducation", I mean inappropriate instruction and/or inattention to students' needs. The second problem was the teachers' and counselor's decision-making roles in students' placement and overall education. Finally, there was the students' resistance to the schedule changes.

In the Classroom

The students placed in my classes during the 1989-1990 year ranged from 14 to 20 years old. Some were completely new arrivals with a seventh grade education in their home countries. Others were raised in the United States, and orally are completely bilingual in Spanish and English. However, their literacy skills are not developed at their grade level in either language. Most of them hold at least one part-time job. Those students that have attended schools in the United States have been held back at least once and some as many as three times. This has brought frustration and a bleak outlook to the meaning of school in their lives. As with most "at risk" students, a majority come from low socio-economic backgrounds. Often they live in a single parent situation or a large family, or their parents are underemployed or overworked.

These students' resistance to their schedule changes took me immediately to the question of school assumptions about the students themselves. One of these assumptions was that they were about to drop out of school; therefore, they were labeled "at risk".

I witnessed the impact of this categorization on students at the outset of the school year when the counselor wrote a letter to the students' parents. The letter was addressed to the "parent of a potential dropout" and it was delivered to the students in the class to take home to their parents. They reacted angrily to the letter and resented being in the ABS classes even more. Their perception was that they were in classes for "locos". My question then became "What was the real risk?"

As I began to consider curriculum development for this population, my experience in literacy as well as current learning theories (Knowles, Freire) led me to act outside traditional textbooks. Knowles believes the personal or ego involvement is the key to successful education. Freire on the other hand, says that through education learners must arrive at a new awareness of their own selfhood, and start looking critically at their social situation so they can change the society that has previously denied them the opportunity to participate. Both Freire and Knowles call for learner-centered approaches to education. They differ on their goals of the educational process, but agree that traditional textbooks alone do not allow a learner-centered approach to education. Therefore, there is a need to change the approach. I prepare most of my teaching materials, while using textbooks to supplement.

Walsh (1990) suggests that secondary administrators and teachers have been at a loss as to how to appropriately address the needs of students with little or no literacy skills within an academically oriented bilingual program. She advocates the participatory model that I have successfully used in my classes. This model (described in detail in other sections of this manual) is oriented around general themes which relate to students' lives and are somehow problematic to their perception. Her belief is that literacy is a process which can be developed, supported and promoted throughout the school day and across the curriculum.

After a couple of months of using a participatory approach in my classes, I saw some changes in my students. Attendance and class participation increased. However, I had yet to solve the problem of students feeling a high school diploma "unattainable", particularly for those aged 18 or 20 and still in the tenth grade.

While the concern of whether they would ever graduate continued, students' interest in school transformed dramatically. I believe this can be attributed to my efforts to link the content and approach to students' concerns and realities. For example, we worked on several projects such as a survey on why students skipped classes and a video project "Leo Comes Back to School". Out of the survey came a series of math lessons to interpret the numbers obtained. For instance, in their survey of peers, students discovered 53% of the students in the TBE program skipped classes because the school environment was not conducive to studying, and only 7% skipped classes due to lack of school materials. At the end of the school year, class participation was developed to the point where we established peer review teams for class discipline. Weekly, the students elected a group of classmates that would become responsible for the class pass, tardiness and attendance. A month after this practice began, one of the students ran for homeroom representative, and for the first time, a Latino student in the Bilingual Program won.

Despite this involvement, some students felt a high school diploma was still "unattainable". One reason was the discordance between age and grade placement. Many felt that they were being forced out of school; that the school outside the ABS classroom did not want them. Some were suspended or absent after suspensions for 75% of my first eight weeks in the school. As the year progressed, my visits to the front office became increasingly unpleasant; I had to go to argue that the numerous suspensions for minor infractions be changed and that students be allowed access to school to study.

I did not see my ABS position or the conflicts with other teachers or administrators as unchangeable. I thought they could be improved under different circumstances, so I began to acquaint myself with several alternative program models for high school students. I also began to talk to the studentsabout their ideas for a more appropriate program.

On the Way to an Alternative Education Program

A possible solution that I have identified in conjunction with the students might be an educational package that could credit the experiences they do have and encourage their further academic development. To accomplish these goals, an alternative program within the TBE department would be needed. In thinking about the ways this program would nedd to be different than that which is currently offered (i.e. the ABS classes within the traditional TBE model), the following outstanding questions came to mind:

1. How is the present program addressing student-school interactions?
2. Does the present program afford an appropriate education for "at risk" students?
3. What are students learning?

The present program has not changed student-school interactions for several reasons. In my experience, one of the main reasons why students consider quitting school is because of the negative and conflictive relations with teachers and the administration. Unless the students' relations within the school building improve, there is little hope for assisting students in the classroom. Offering courses that were diagnosed as needed by the students is one step. However, the students need to feel comfortable not only in their classes, but in the whole school and within the mainstream as well as within the bilingual population. A second change that must occur is that students and parents be allowed to assume a decision-making role. One way this can be promoted is simply by inviting their most active participation in the program placement.

I recommend that all students under consideration and maybe a parent or guardian be interviewed by the guidance counselor and the ABS teacher. This interview can be used to screen students as candidates for the Advanced Basic Skills Program. Each student would be informed from the onset about rights, responsibilities and obligations within the program. If the student decided to commit himself/herself to the program, the ABS teacher would give him/her a thorough explanation of the educational package.

Included should be a code of discipline: a set of rules, work expectations and standards of behavior. Every student must be clear about these rules. When he/she joins the program, he/she will commit to follow these rules. Dismissal from this program for non-compliance is possible. (Students in the ABS classes have written a new code of discipline that according to them can help them stay in school and study. It was presented to the administration in June 1990, who have agreed to take it under serious consideration and to meet with the students in the Fall to negotiate its implementation.)

This code of discipline would be first enforced by the ABS teacher and when necessary students would be referred to the school administration.

I often ask whether school is feasible, practical and even appropriate for my older students. My immediate answer to this question is no. Students who are over 18 and are still in the ninth grade often talk about three more years in school as unrealistic, impractical and unnecessary. After all, they say, the high school diploma will give them the same job they now have: busperson, dishwasher or maintenance worker.

One alternative to this problem is to accelerate their school experience by approving an educational package that, if completed, would allow them to accrue the necessary credits towards graduation. This could happen without necessarily following the typical school day or school calendar, given the extenuating circumstances. The structure should be non-graded with every student viewed individually and afforded a program which addresses their academic, affective and future employment needs.

The education package should include:

1. Consumer Mathematics
2. Science
3. Social Studies
4. English as a Second Language
5. Native Language Arts (in my school system, there is no credit for this subject).

All the subjects should focus on experiential learning. Students must decide and commit to the program.

The school schedule should include the option of early release for work purposes or attendance for vocational training. The option of work release includes students' present jobs and jobs that the program supevisor finds for the student through local resources. The ABS teacher would maintain contact with the work supervisor and work experience would be credited in the school system. For those that choose to remain in school for the full day, there would be an option of taking courses in the TBE program.

"At risk" students are the core of this program. Their input is vital to the existence and success of the program. While the initial interview is important to obtain a formal commitment from the student, the exit interview with the students and parent or guardian can ensure an evaluation of the program from the students' perspective. This exit interview needs to take place when a student drops out or successfully completes the program.

Conclusion

My job in the high school is far from being complete. However, by becoming active and participating in the school, I have been able to effect change vis a vis the "at risk" bilingual students. It is not easy to become active and participate in the workplace. The satisfaction of working with these bilingual students and instilling hope in the education process is a dual process. It involves them and me. So far, this has been my formula for hope.

Lesson Plan Ideas

The lesson plans in this section are segments of larger thematic units. While they were designed by ESL teachers, many of these lessons can be adapted to native language classrooms. They target the strengths of pre-literate students, including artistic, oral and problem-solving skills, from which the development of literacy skills can follow.

In these lessons, the affective goals are as important as the academic ones. By reinforcing a positive self-image and promoting cooperation and trust, activities like the ones described here can help to lower students' affective filters (distrust of teacher and classmates, and lack of self-confidence) and make students feel more included in the U.S. school environment. The affective and cultural prerequisites are crucial since students need background information to add new information.

Name of Lesson: Countries

Goals: Academic- Read and trace maps, read for information from charts.

Behavioral- Feel comfortable in library, in class and individually; look for books, magazines and newspapers by themselves.

Affective- Gain self-confidence since through the ability to finish projects.

Prerequisites: Academic- Familiarity with countries and maps; can copy from a text.

Cultural- Differences among people, countries and languages.

Affective- Trust teacher; appropriate classroom behavior; ability to focus attention.

Procedure: Show students encyclopedia and pages in book.

Whole class:

1. Overhead with first page of country article of World Book Encyclopedia.
2. Go through each step to show country, capital, languauge, etc.
3. Copy first paragraph.
4. Overhead map - go through symbols, capital, rivers and surrounding countries.
5. Write information in the first section as a paragraph.
6. Copy first paragraph of the encyclopedia article as second paragraph.

Individually or paired students research atleast two countries.

Follow-up: Teacher-student questions,students-students questions, oral reports, cloze readings, make books for elementary/junior high students,read classmates reports and research on cities and states.

Teacher: Hana Prashker and Barbara Smith

COUNTRIES

NAME ____________________

DATE ____________________

I. Find the following information on THE WORLD BOOK ENCYCLOPEDIA.

Name of Country ______________________________

Capital ______________________________

Language ______________________________

Population ____________________ Date ____________________

Chief Products ______________________________

____

____

Money ______________________________

Copy the first paragraph of the article.

____

____

____

____

THE WORLD BOOK ENCYCLOPEDIA, Volume number _____,
Year _____, Pages _______.

II. Find a map of the country you are studying, either in the encyclopedia or an atlas. Copy the map. Write the name of the country, the countries nearby, the capital and two other cities.

Write the name of the encyclopedia or atlas you are using:

______________________________, page _________

Name of activity: United States -State Travel Brochure

Goals: Academic - awareness of diversity in the U.S.

Behavioral - appropriate behavior in library and feel comfortable in the library

Affective - work cooperatively.

Prerequisites: Academic - Familiarity with U.S. map.

Affective - Focus attention, appropriate classroom behavior and respect for classmates.

Procedure:
1. Discussion of U.S. map.
2. Paired students choose a state to research in the library.
3. Teacher shows state travel brochures and a model of a teacher-made, simplified travel brochure.
4. Each student finds a newspaper article on his/her state and writes reactions in his/her journal.
5. Student gives the article to his/her partner who reads it. They share their reactions.
6. In the library, find representative pictures of the state.
7. Brochure includes a representative picture and one or two sentences about the state.
8. Give the pairs a large piece of off-white drawing paper folded in thirds for rough drafts.
9. Give the students a large, pure white piece of drawing paper for final copy.
10. Class discusses the brochures. 11. Put stickers on U.S. map for each researched state.

Follow-up: Discussion on video, National Forests - Their Land and Uses. Journal writing on which forest they want to visit and why. Subtopics- factories, pastcards, and food.
Factories - newspaper articles on cars and auto-manufacturing, write reactions in journals.
Designed their own cars from matchbook car models.

Teacher: Christine Mirabito

Name of Lesson: Houses/Apartments

Goals: Academic- Rooms in a house, paragraph writing, possessive adjectives.

Behavioral- Ability to focus individually.

Affective- Success from artistic projects.

Prerequisites: Academic- Residence information

Affective- Respect for classmates; class collaboration.

Procedure:
1. Students bring photos or draw pictures of their house/apartment in the U.S. or native country.
2. Photocopy one student's photo or drawing and put on an overhead projector.
3. Students dictate the paragraph to the teacher. Teacher writes exactly what the students say on blackboard or large piece of paper.
4. Teacher reads the paragraph aloud.
5. Students orally make corrections.(If there is a mistake that I think the students can correct, I read and point to that sentence. Usually, the students can make the correction. I may or may not edit the paragraph further.)
6. Students write their own paragraphs about their own pictures using the class paragraph as a model.
7. Students read classmates,papers to make changes, if necessary. (Same process as in #5, but by themselves. Most corrections involve grammar or vocabulary.

Follow-up: Student to student questions,paragraphs about classmates' houses/apartments,design a house or romms of a house as a class or individually using magazine pictures and own drawings.

Teachers: Hana Prashker and Barbara Smith

Name of lesson: Self-identification

Goals: Academic - write about self - name, age, grade, job

Behavioral - work with other students

Affective - learn to take photographs,self-esteem

Prerequisites: Academic - orally tell name, country of origin, age, grade, school name and job.

Cultural - first and last name

Affective - share information

Procedure:
1. Students develop and read a "modeling" language experience story on self-identification using a fictitious student or the teacher as the main character.
2. Students tell their story.
3. Take photographs of group and individual students.
4. Students write or dictate their individual stories.
5. Students write their stories on the computer.
6. Teacher coalates stories with photos and xeroxes them into a booklet for each student.

Follow-up: Class uses book as reading text.

Teacher: Ruth Weinstein

Name of Lesson: Changing Nature of Relationships

Goals: Academic - life cycles of butterfly, frog and people

Behavioral- working together in small groups-sharing materials

Affective - better understanding of themselves

Prerequisites: Academic - how to sequence and make a graph

Cultural - prior knowledge of these things in native language

Affective - a willingness to share feelings

Procedure: Five classes are needed for this assignment.

First class - Discussion in L2 about ourselves. What is our life cycle? Brainstorming, using the blackboard to write down ideas. Students group words together. Ask questions to encourage ideas.

Second class - Students make a chart using the information generated from the last class. Materials that are needed: markers and large sheets of paper. Start with infancy and work up to adulthood. Use different colors to emphasize the concepts. Information should be written in L1 and L2. Large letters for topics and small letters for information about the topic (outlining skills).

Third class - Handout on the butterfly. This can be teacher-developed or taken from commercial materials. I used those in Macmillan Book Club's Creative Classroom (March 1990). Students discuss how the butterfly evolves to a thing of beauty from a caterpillar. List the stages on the blackboard.

Students are then given a handout of a frog. They can form small groups to work together to come up with the correct sequence of events. They are to share materials. Colored paper, markers, glue and scissors are needed. Teacher writes the terminology on the blackboard. As they work, a discussion of a frog's life can be carried on. Compare the stages of growth. One student can list the frog's stages of life beside the butterfly's. This will allow a visual awareness of the similarities in life. Another student can list the human cycle beside these two. As they color their handouts on frogs and butterflies, ask questions about similarities and differences they see or think of. Ask them what the butterfly does as a teenager and what the frog does as a teenager. Which would they like to be and why?

Fourth class: Try to get a native language teacher to come into the class. Let the students hang up their work. It will reinforce the vocabulary and relax the students. Have everyone sit in a circle. The circle always means they can say whatever is on their minds. Start the discussion with how they do feel about being a teenager and what they are experiencing at this time. The emphasis should be on respect for themselves and others. They ascribe their own ideas of characteristics associated with the stages we have outlined. Attention should be given to the encouragement of exchange and participation by all students. Use of their work around the room might be helpful in development of the topic.

Movement in the discussion from same sex relationships to male/female relationships. How are they different? How am "I" different in my interactions in varying roles and situations? What about dating relationships? How does one approach the devlopment of male/female relationships?

Emphasis is on respect of others and respect of self. A brief outline on dating and compatibility is handed out.

Follow-up: Writing exercise on the past few classes. What would you like to tell the teacher? Can you recount a positive or negative experience? Would you like to be a frog or a butterfly? What did you learn that made you feel good about yourself? Can you tell a story using the butterfly or the frog as characters? This story could be dictated to the teacher or to another student.

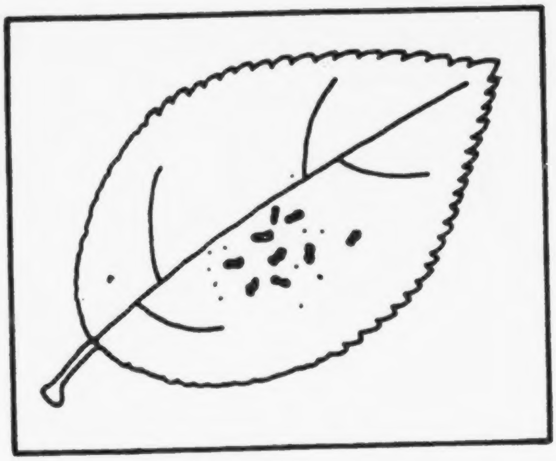
Draw picture of the most beautiful butterfly you have ever seen and where you saw it. Display the drawings around the room.

Teacher: Paul Mahoney

A Strange Change!

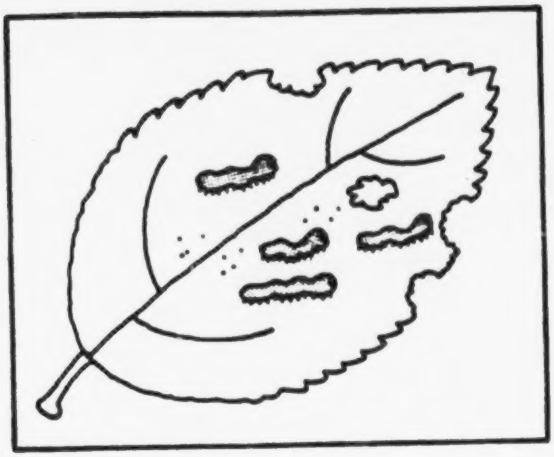
Name

Scientists study the way animals grow. They know that some creatures, like the butterfly, change greatly in form while growing from baby to adult. Here are the stages in the life of a butterfly.



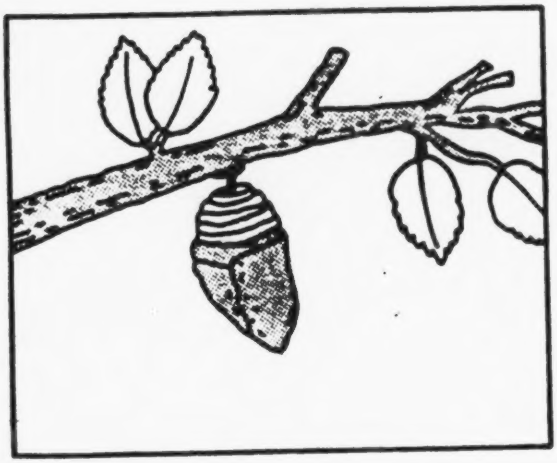
Stage 1: Egg

very tiny; sticks on a plant; hatches in a few days to a few months



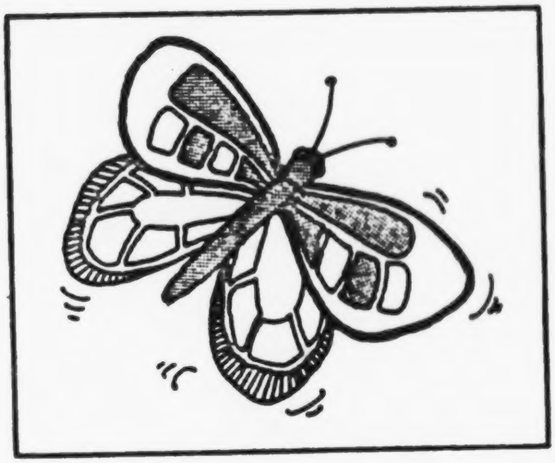
Stage 2: Larva

begins eating right after leaving shell; grows rapidly for two weeks



Stage 3: Pupa

sticks to a leaf or twig; a hard shell forms; lasts a few days to a year



Stage 4: Adult

shell cracks away; head, body, legs appear; can fly an hour later

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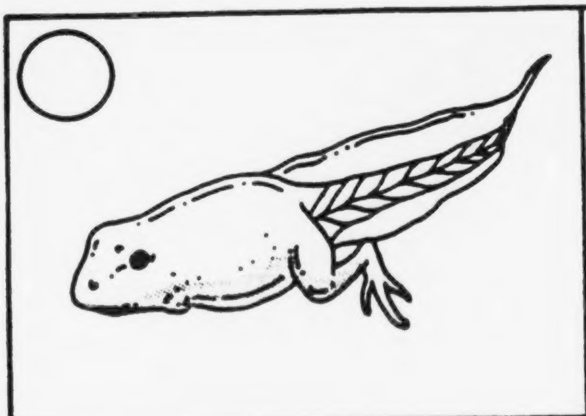
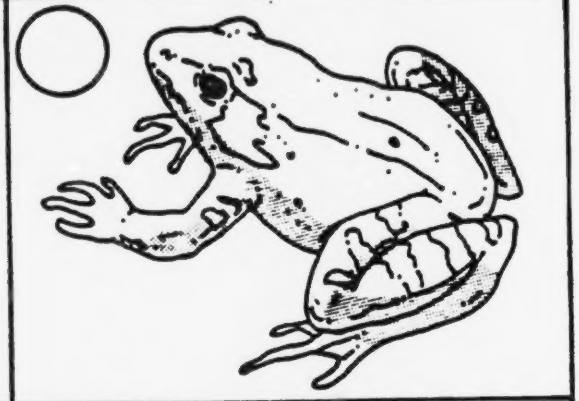
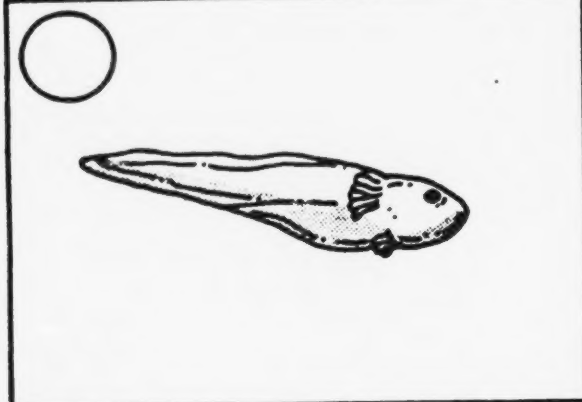
The Mixed-up Frog

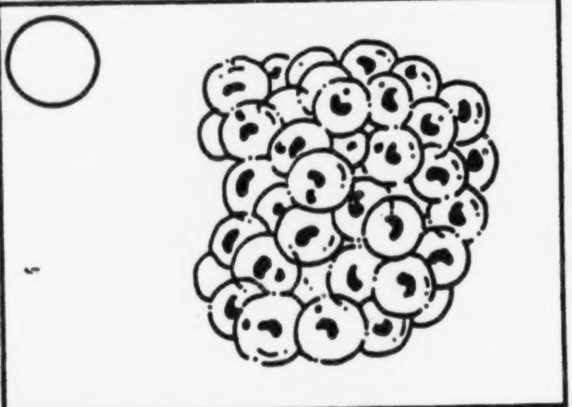
Name

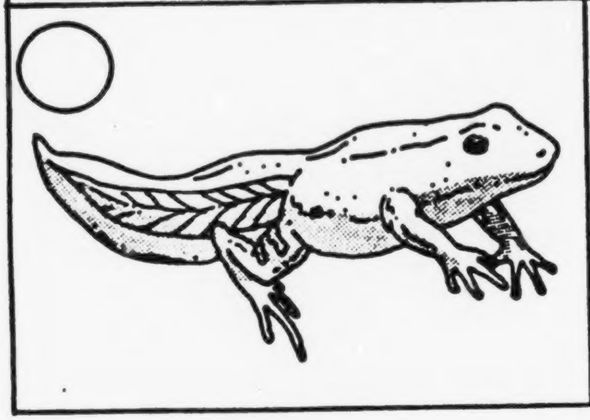
Look at the pictures below. These are different stages in the growth of a frog. But they are all mixed up! Write a number from 1 to 6 in each box to show the order of the pictures. Then cut out the pictures and paste them in order on a piece of construction paper. Now you have a poster showing the metamorphosis of a frog.











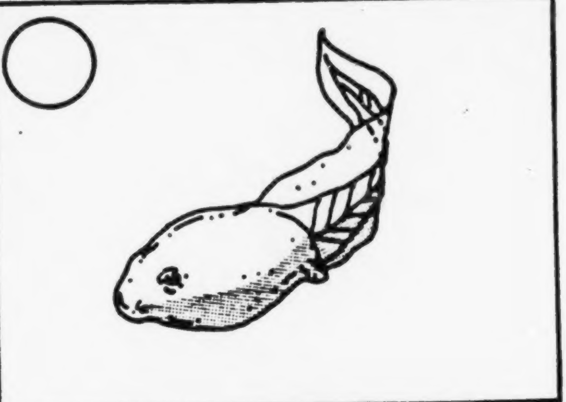


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CHART OF OUR LIVES

LATER ADULTHOOD	appreciation of life aprecio de vida
MID_- ADULTHOOD	giving to others dando a otras
ADULTHOOD	self-security seguridad
LATE - ADOLESCENSE	idealistic mucho ideal
MID - ADOLESCENCE	girl-boy acceptance chica y chico aceptando
EARLY - ADOLESCENCE	support apoyo
LATER CHILDHOOD	acceptance aceptando
CHILDHOOD	approval aprobacion
INFANCY	feeling and cuddling sentiendo y acariciando

BUTTERFLY	FROG	PERSON
EGG	EGG	
LARVA	LARVA	
PUPA - PEACEFULL	TADPOLE - DANGEROUS SIMPLE	TEENAGER- NERVO DIFFE COMPLE
ADULT	ADULT	

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